



**INTERNATIONAL DIPLOMA IN BUSINESS  
PROGRAMME HANDBOOK  
2007**

## Modification History

Version	Date	Revision Description
V1.0	2 May 2003	For release
V1.1	23 May 2003	Amendments to assignment requirements, page 9.
V1.2	4 August 2003	Correction page 17, outcome 8.
V1.2	30 Sept 2003	Additional entry requirements
V1.4	3 Nov 2003	Change in assessment
Aug 2005 – Aug 2006	31 August 2005	Amended.
Aug 2005 – Aug 2006	9 Sept 2005	Changes to table on Page 9.
Aug 2005 – Aug 2006	22 Sept 2005	Amended Assessment Weighting.
Aug 2005 – Aug 2006	October 2005	Removal of assessment featuring local examination
2007	December 2006	Updated.

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**Published by: NCC Education Limited The Towers, Towers Business Park Wilmslow Road,  
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# 1. An Introduction to NCC Education

For over 35 years NCC Education has been one of the world's global leaders in providing education, allowing students the opportunity to gain internationally recognised qualifications by studying at one of our Accredited Partner Centres around the world.

In collaboration with over 200 Accredited Partner Centres in more than 45 countries, we help our 25,000 students develop the skills and knowledge required to access a rewarding career.

Our varied qualifications are recognised by universities and employers worldwide, enabling students to study for a degree course either through an existing NCC Education affiliated University or through one of their choice, in pursuit of their ideal job.

We aim to help students develop personally and professionally through our internationally recognised qualifications and broaden the scope of opportunity for them.

## 2. Programme of Study

### 2.1 Business Degree Pathway

The International Diploma in Business (IDB) is equivalent to Year 1 of a typical UK honours degree programme and as such has been articulated by many UK universities, enabling students eligible to apply to enrol in year 2 of degree programmes at those universities.

Alternatively, successful graduates of the IDB are eligible to apply to enrol on the NCC Education International Advanced Diploma in Business, which is equivalent to Year 2 of a typical UK honours degree programme. Similar articulations from universities are available for the IADB. Further details can be found on the NCC Education website: [www.nccedu.com](http://www.nccedu.com)

The final year programme on the degree pathway is the BSc (Hons) in Business Administration, validated and awarded by University of Wales. Upon successful graduation from this programme, students will have the knowledge and understanding required at various levels in an international business working environment, as well as the skills required to research, analyse and manage business relationships, or to develop further through postgraduate study.

### 2.2 Programme Aims

The International Diploma in Business, consisting of eight core modules, can be taken part time over a maximum of two years, or one year full time.

During the teaching of the programme students will be exposed to a balance of academic and vocational requirements in order to provide them with the necessary knowledge and skills to play a leading role in business organisations.

On successful completion of the programme, students will be able to enter a wide range of disciplines including, business, marketing, finance and management.

## 2.3 Programme Modules

The IDB consists of the following eight core modules, worth 15 credits each.

- DB 101 Principles of Management
- DB 102 Economics
- DB 103 Business Communication
- DB 104 Organisational and Business Structures
- DB 105 Principles of Quantitative Methods
- DB 106 Fundamentals of Financial Control
- DB 107 e-Commerce
- DB 108 Marketing

## 2.4 Programme Learning Outcomes

Programme Learning Outcomes (LOs) refer to the outcomes of the entire programme leading to the relevant award, i.e. the NCC Education International Diploma in Business. They represent the complete knowledge and understanding the student should have accumulated and will be able to successfully demonstrate through the assessment.

Students who do not demonstrate the required knowledge of the programme content will not graduate with the qualification.

These outcomes are categorised in terms of:

- knowledge and understanding;
- intellectual skills;
- practical skills;
- key/transferable skills.

The International Diploma in Business Programme Learning Outcomes are listed below.

- Knowledge and understanding of the underlying concepts and principles of business and management, and an ability to evaluate these.
- Ability to present, evaluate and interpret data, to develop lines of argument and make sound judgements in areas of business and management.
- Ability to evaluate different approaches to business problem-solving.
- Ability to communicate results of studies/research effectively.
- Ability to develop new general skills in the area of business and management, including the development of skills for employability.

## 2.5 Terms/Meaning of Terms used in Learning Outcomes

The following table (taken from an updated version of Bloom's Taxonomy) provides clear definitions of the language used in the learning outcomes and examples of how students will be expected to demonstrate their knowledge and understanding, indicating that the learning outcome has been accomplished.

Term	Examples
<b>CREATING:</b> can the student create a new product or point of view?	Assemble, construct, create, design, develop, formulate, and write.
<b>EVALUATING:</b> can the student justify a stand or decision?	Appraise, argue, defend, judge, select, support, value, evaluate.
<b>ANALYSING:</b> can the student distinguish between the different parts?	Appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test.
<b>APPLYING:</b> can the student use the information in a new way?	Choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
<b>UNDERSTANDING:</b> can the student explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase.
<b>REMEMBERING:</b> can the student recall or remember the information?	Define, duplicate, list, memorise, recall, repeat, reproduce, state.

## 2.6 How to Interpret the Learning Outcomes

Learning outcomes identify the specific intentions of each module on the programme. They describe what students should know, understand, or be able to do at the end of the module.

The use of learning outcomes leads to a more student-centred approach: learning outcomes indicate the knowledge and understanding students should possess following the successful completion of the module/programme.

Learning outcomes will:

- help to guide students in their learning as they explain what is expected of them, therefore assisting them to succeed in their studies;
- help staff to focus on exactly what they want students to achieve in terms of both knowledge and skills;
- provide a useful guide to inform potential candidates and employers about the general knowledge and understanding that a graduate will possess.

## **3. Student Progress**

### **3.1 Entry Requirements for the IDB**

- Successful graduates of the NCC Education International Foundation Year programme or;
- Students who have any local or international qualification which is deemed to be a similar level to the NCC Education International Foundation Year programme. These shall be agreed in advance with NCC Education or;
- Students with at least 1 'A' Level or an appropriate School Leaver's Certificate or;
- Vocational experience which is deemed suitable by NCC Education

For students whose language is not English, the required standard on the programme is as follows:

- IELTS 5.0
- TOEFL 500

### **3.2 Registration**

All students who have met the entry requirements must enrol for this programme through their local NCC Education Accredited Partner Centre.

The Accredited Partner Centre will provide full details of registration deadlines and details to students.

### **3.3 Suspending Studies/Withdrawing from the Programme**

Rather than withdrawing from the programme, students could opt to suspend their studies. This means that students can cease their study on the programme and rejoin at a later date.

The following issues may be a factor in the student wishing to suspend their studies; disability, prolonged ill-health, pregnancy, bereavement, family problems, exceptional financial difficulties, or a traumatic experience.

Any student wishing to submit a request must firstly seek advice from the appropriate person at the Accredited Partner Centre, who will then advise of the options available to them.

Students who intend to withdraw from the programme must put this in writing to the Accredited Partner Centre as soon as they know they wish to do this.

Any issues regarding refunds should be addressed to the Accredited Partner Centre.

Students who are contemplating withdrawing from a programme are strongly advised to discuss their reasons with the teaching staff and any other appropriate person at the Accredited Partner Centre.

### **3.4 IT Skills and Access**

Students must have access to a computer and the Internet throughout the duration of the programme in order for them to view the materials contained on the IDB 2007 Student CD as well as to research and type their assignment according to the assignment word processing and presentation requirements contained in section 6.4 of this Programme Handbook.

Students should have Microsoft Windows word processing skills and a regularly used and valid e-mail address, as well as the ability to successfully use the World Wide Web for research purposes.

## **4. Programme Duration**

The International Diploma in Business can be taken part time over a maximum of two years or one year full time, totalling 1200 hours of study time. This time is broken down into:

- 36 hours, which are allocated to class contact (i.e. lectures and tutorials or practical tasks);
- 114 hours, which are allocated to independent study, including assignment and examination preparation.

Each module is unique, and depending on its nature there may be more emphasis on practical exercises, or on classroom time.

If the programme is taught over one academic year, this will consist of two 12 week teaching semesters, plus revision time prior to sitting a Global Examination and assignment review time, prior to submitting a Global Assignment. Students will study four modules in each semester, totalling the eight modules required.

### **4.1 Student Requirements**

Students will be expected to be committed and follow the programme as directed by the teaching staff at the Accredited Partner Centre.

Students must also maintain contact with the teaching staff regarding any specific module queries, via e-mail or face to face.

### **4.2 Required Textbooks**

Each module has a required textbook or textbooks which students should purchase, or at least have access to at the Accredited Partner Centre, and certain modules have additional resources available. Details of these are included in the module outlines.

## **5. Academic Material**

A CD has been created for students and one for teaching staff containing all material relevant to the programme. Students should view the material on the CD which will help in preparation for lectures, tutorials and when undertaking any revision.

Lecturer/Student notes are available for certain modules, with all modules having an Assessment and Syllabus Guide.

Additional resources associated with the required textbooks are available for certain modules. Full details of these are listed in the module outlines in this Programme Handbook and in the Assessment and Syllabus Guides. These textbook resources vary in form from Instructor Manuals to a list of web links.

We advise teaching staff and students to use these materials as additional resources to accompany the Assessment and Syllabus Guide. However, these resources should not form the sole basis of study or lectures/tutorials.

## 6. Assessment Criteria

The table provided in Appendix A details the assessment criteria for the programme and module. Teaching staff and students should refer to this when undertaking any assessment, marking any assessment, writing any formative assessment, or generally progressing through the module.

Formative assessments are assessments created by teaching staff during the teaching of a module, to determine the degree to which students are able to demonstrate the knowledge required to meet the learning outcomes.

## 7. Global Assignments

Global Assignments usually consist of up to five tasks. The required number of words varies for each task but culminate in a final report totalling between 3000 – 5000 words, depending on the module. Full details of the criteria will be given with the actual assignment tasks.

When faced with the tasks in the assignment students should follow the guidance below to ensure that they are answering the questions fully and have provided sufficient evidence of their research in a clear and logical manner, which is easy for the reader to follow.

- It is useful to think of the reader as someone who has no knowledge of the given subject matter and aim to give them a clear understanding of the subject through reading the report.
- The reader should be reminded of the questions throughout the report and by the end have a clear understanding of the tasks undertaken, and award marks accordingly.

Formative assessment by teaching staff at the Accredited Partner Centre is encouraged by NCC Education in order to test the demonstrable knowledge and understanding of students in relation to the required learning outcomes prior to the submission of a Global Assignment.

The following modules on the IDB are assessed by Global Assignment.

- DB102 Economics
- DB104 Organisational and Business Structures
- DB107 e-Commerce
- DB108 Marketing

## 7.1 NCC Education Global Assignment Resources

To help students in writing the assignment, NCC Education provides sample assignment questions from previous assessment sessions together with the marking scheme and criteria on the Education Campus. Log on to the Education Campus through our website at [www.nccedu.com](http://www.nccedu.com)

The user name and password given to Accredited Partner Centres at the final accreditation stage is required to access these resources and so students should obtain this from the Accredited Partner Centre.

NCC Education also provides moderation reports which include Global Assignment reports per module for Accredited Partner Centres` available on the Education Campus.

These reports include a summary of which questions the candidates failed to answer effectively and conversely those where the answers had covered the areas required.

The moderation report also details individual performance per country, which teaching staff and students may find useful.

## 7.2 Report Writing Tips

What is a report?

- A collation of answers related to individual tasks.
- Can consist of diagrams as well as written text.

The report must:

- be well-structured and state its purpose and content;
- be presented in a clear and concise way for the reader to follow;
- have a neat and well presented layout, and not present any obstacles to the reader;
- have a clear and interesting reading style;
- refer to literary texts and research, indicating a personal view and opinion.

Format of the report:

- Introduction (it is generally better to write the introduction after the report is completed).
- Organise information according to its importance.
- Ensure you refer back to the purpose of the task.
- Conclusion must always summarise your findings.

### 7.2.1 Collecting the Content Material

Once students know which questions to answer, the first task will be to gather the necessary material together in order to effectively answer those questions.

Material comes in two kinds – *primary* and *secondary* sources – and it is important to use both in any research undertaken.

- Primary sources are literary texts. For example, students should use the required textbook for the module, as listed in each module outlines contained in this Programme Handbook, as one of the primary sources (the more primary sources used, the better).
- Students should present primary sources in such a way that it is obvious they have read and interpreted the text and formed an opinion based on its content (in fact, as though they are critics of the material).
- Secondary sources are works of criticism and, although they are useful in the research, students should not simply repeat what the critic has said.
- Students should refer to the critic's opinion in relation to how they formed their own opinion through primary source research, and describe how the opinions either concur or disagree.

**Note: It is always better to read an original text and refer to it than to read and refer to a critic.**

### 7.2.2 Completing the Tasks

Although the tasks in Global Assignments vary in length and structure it is important to remember that the marks are awarded for the student's demonstrable knowledge, understanding and attainment of the learning outcomes for the module.

Students should use the primary source (the required textbook) in each module to ensure they can display these skills together with subject knowledge in order to answer the questions effectively. It is essential to use the mapping table in the Assessment and Syllabus Guide for the modules assessed by Global Assignment, which highlights the chapters of the required textbook in which each learning outcome is covered.

The marking scheme for each task should be used as a fundamental tool in answering the questions. Particular attention should be paid to criteria which allude to what the reader is expecting to see and to the number of marks allotted to the task.

The number of marks allotted to a task can indicate how many points the reader is expecting, and provide guidance as to which answers should be longer and more comprehensive than others.

## 7.3 Plagiarism

NCC Education's Academic Dishonesty and Plagiarism Policy is contained in Appendix B at the end of this document.

NCC Education requires students to submit the Statement and Confirmation of Own Work (which is provided at the end of Appendix B) with every assignment, in support of our Quality Assurance practices and as an accurate way of recording that a student has confirmed the work is entirely his/her own.

Plagiarism is a serious academic offence and students are responsible for making themselves aware of it and the consequences.

### 7.3.1 Harvard Referencing

NCC Education requires students to use accurate Harvard referencing and to include a bibliography with each Global Assignment submission. When writing a document of significant length which contains references to sources, such as textbooks or

critiques, it is essential that these are referenced accurately. Examples of Harvard referencing required by NCC Education can be found at the URL below:

<http://library.curtin.edu.au/referencing/harvard.html>

Examples of Harvard Referencing can be found in the Assessment and Syllabus Guide for each module (available on the Student and Lecturer CDs).

## 7.4 Word Processing and Presentation Requirements

The way in which the assignment is presented is of equal importance to the academic content of the document. It is imperative the reader is able to see the questions and the answers. It is essential to ensure that the grammar and spellings are accurate and correct. A checklist follows which students should use as a guideline before submitting the assignment for marking:

- Use standard Arial font size 11.
- Include page numbers.
- Include title page.
- Submission to be printed single-sided, not double sided.
- Ensure you have written within or to the maximum word limit.
- Start each task on a new page and include the question.
- Ensure any diagrams, snap shots, PowerPoint slides fit correctly on the page and are referenced, for example, Fig 1, Fig 2.
- Include a table of contents.
- Use accurate Harvard referencing.
- Include a bibliography.
- Include a completed Statement and Confirmation of Own Work as the front page.
- Check spelling, grammar and punctuation.
- Submit the assignment on a floppy disk or CD ROM by the deadline date provided.

## 7.5 Revision Plan

The Global Assignments are given to students sufficiently in advance of the deadline to allow students the opportunity to refer to the lecture/tutorial/independent study activities they have undertaken throughout the semester and draw on their knowledge and understanding in order to complete the assignment successfully.

The revision topics listed in the Assessment and Syllabus Guide for modules assessed by Global Assignment refers to the learning outcomes for the module and the areas which need to be revised when preparing to demonstrate the required knowledge and understanding in the Global Assignment.

## 8. Global Examinations

Global examinations are set in each core module by NCC Education, taken under NCC Education regulations at the Accredited Partner Centre, and marked and moderated by NCC Education. The examinations last for 2 to 3 hours (depending on the subject) and are worth 100% of the overall mark for the programme.

Modules assessed by global examination are:

- DB101 Principles of Management
- DB103 Business Communication
- DB105 Principles of Quantitative Methods
- DB106 Fundamentals of Financial Control

### 8.1 Global Examination Preparation

Similar to Global Assignments, Global Examinations assess the students' demonstrable knowledge and understanding and attainment of the learning outcomes. However, the examination paper is unseen and must be completed within a strict timeframe at the Accredited Partner Centre.

### 8.2 NCC Education Global Examination Resources

To help students in preparing for the examination, NCC Education provides examination papers and marking schemes from previous assessment sessions on the Education Campus under each programme heading. Log on to the Education Campus through our website at [www.nccedu.com](http://www.nccedu.com)

The user name and password given to Accredited Partner Centres at the final accreditation stage is required to access these resources.

NCC Education also provides moderation reports which include a summary of which questions the candidates failed to answer effectively and conversely, those where the answers had covered the areas required.

Formative assessment by teaching staff at the Accredited Partner Centre is encouraged by NCC Education in order to test the demonstrable knowledge and understanding of the students relating to the required learning outcomes, prior to students sitting the Global Examination.

### 8.3 Cheating in an Examination

Any instances of suspected cheating or other unfair practices will be brought before the Awards Panel who will determine whether or not malpractice has occurred.

The Awards Panel will call for evidence as deemed necessary and all relevant students' results will be withheld until the outcome is finalised.

### 8.4 Revision Plan

As the Global Examination papers are unseen, a well-structured revision plan must be incorporated into the learning timetable at the Accredited Partner Centre during

the 12 week semester and any additional weeks as deemed necessary. This must be adopted by the students in order for them to develop their own knowledge and understanding, which they will then be able to demonstrate in the examination.

Revision should not be a last minute attempt to make up for poor study habits during the previous 12 weeks. Students should work consistently, always aware of the forthcoming examination, and allow time to revise accordingly.

The revision topics listed in the Assessment and Syllabus Guide for each module assessed by Global Examination refers to the learning outcomes for the module and the areas which need to be revised when preparing to demonstrate the required knowledge and understanding in the Global Examination.

## 9. Notification of Results and Certification

After each assessment session, Accredited Partner Centres are issued with one results slip per candidate (in electronic format) which details the grade achieved in each module assessed as one of the following: Referred, Pass, Credit or Distinction as per the Assessment Criteria contained in Appendix A.

Once students have successfully completed the IDB they will be issued with a Record of Achievement indicating the grade achieved in each module, and an International Diploma in Business certificate.

On failing the IDB (i.e. not achieving all required modules within the eligibility period), candidates will receive a Record of Achievement only.

### Record of Achievement

The Record of Achievement will:

- indicate the grade achieved by the candidate for each module completed. The grade will be Fail, Pass, Credit or Distinction.

The Record of Achievement will **not**:

- display numerical marks achieved in any assessment;
- record an overall grade for the qualification.

### Certificate

The certificate will:

- carry the signatures of the Director of Academic Standards and Quality and the Chair of the Academic Board.

The certificate will not:

- record an overall grade for the qualification.

## 9.1 Appeals Process

If a student wishes to appeal against a mark obtained, they are able to do this according to the NCC Education Appeals Process which can be found in Appendix C.

## 10. Programme Module Outlines – International Diploma in Business

### 10.1 DB101 Principles of Management

#### 10.1.1 Structure

Credits	Lecture/Tutorial/Practical Workshop Hours	Student Independent study hours	Assessment
15	36	114	Global Examination

#### 10.1.2 Introduction

This module covers the principles and functions of management. Students are taught the key elements in planning and decision-making and the significance of different controls required in an organisation.

#### 10.1.3 Aims

On completion of this module students will have developed an understanding of the processes in efficiently organising the company's resources, including functions of managers and sustaining management information systems.

#### 10.1.4 Learning Outcomes

	Specific Learning Outcomes (LOs)	Demonstrable Knowledge
LO 1	Knowledge and understanding of the basic principles and functions of management in an organisation and issues in their achievement.	Knowledge and understanding
LO 2	Evaluate the types of decisions that managers are required to make, the decision making processes that are undertaken, and the role of planning in establishing organisational goals.	Analysis
LO 3	Knowledge and understanding of the importance of strategic management, the key steps in the strategic management process and the different types of organisational strategies that can be employed.	Knowledge and understanding
LO 4.	Evaluate the different types of work groups and how effective leadership can impact upon their development and performance: understand the different approaches to successful team leadership.	Evaluation
LO 5	Explain the elements of a management control system and apply the role of control systems theory to all forms of management control.	Application and problem-solving

### 10.1.5 Indicative Content

- Authority, responsibility and the main functions of management.
- Management decision making and the key elements of the decision-making process.
- Planning, organising, directing, goal and objective setting and co-ordinating.
- The key steps in a strategic management process.
- Leadership traits and developing effective teams.
- The importance of managerial control and the tools and techniques for controlling organisational performance.

### 10.1.6 Required Textbook

Robbins, S.P. and Coulter, M. (2005) *Multi Pack: Management with OneKey, 8<sup>th</sup> ed. with Penguin Business Dictionary*. Prentice-Hall/Pearson Education Higher Education.

This textbook can be purchased at a specially reduced rate from Galatea at:

[www.galatea.co.uk](http://www.galatea.co.uk)

or by e-mailing: [enquiries@galatea-services.co.uk](mailto:enquiries@galatea-services.co.uk)

This textbook can be also purchased from:

[www.prenhall.com/](http://www.prenhall.com/)

## 10.2 DB102 Economics

### 10.2.1 Structure

Credits	Lecture/Tutorial/Practical Workshop Hours	Student Independent study hours	Assessment
15	36	114	Global Assignment

### 10.2.2 Introduction

The module covers fundamental economic theories, concepts and policies which are applied in decision making in a business environment. Students gain an understanding of the general economic environment and its effect upon business organisations and their markets.

### 10.2.3 Aims

To enable students to gain an understanding of the general economic environment and its effects upon business organisations and their markets, the module covers fundamental economic theories, concepts and policies that are applied in these areas.

### 10.2.4 Learning Outcomes

	Specific Learning Outcomes (LOs)	Demonstrable Knowledge
LO 1	Knowledge and understanding of the problems of and the difference between macro and micro-economics, including the basic theories of demand and supply.	Knowledge and understanding
LO 2	Describe the fundamental principles of and also the workings of the international trade system.	Knowledge and understanding
LO 3	Apply supply and demand analysis to the working of markets both in equilibrium and disequilibrium, including examination of the effects of such matters as price restrictions, quotas and taxation.	Application and problem-solving
LO 4	Demonstrate the effects of different market structures (perfect competition, monopoly, monopolistic competition and oligopoly) upon the conduct (particularly pricing policy) and performance of business organisations, and give examples of the forms and effects of government intervention in this area.	Analysis
LO 5	Explain and evaluate the Keynesian, Classical and Monetarist schools of thought, and the models to which they give rise; and the concept of national income as a measure of societal well being.	Evaluation
LO 6	Evaluate the rationale for the various forms of Government Intervention in the economy, and provide analyses of the likely effects of fiscal and monetary policy in each of the different models upon all of the important macroeconomic variables (e.g. employment, national income, output and inflation).	Evaluation

### 10.2.5 Indicative Content

- Utility.
- The concept of marginality.
- Scarcity.
- Opportunity cost.
- The difference between individual and market demand.
- The notion and measurement of elasticity (own-price, cross and income elasticity).
- Terms of trade, balance of trade, trade organisations.
- Tariffs, exchange rate mechanisms, exchange rates and protectionism.
- Employ the theory of supply from a fundamental understanding of costs.
- Define the difference between the short-run and the long-run.
- Differentiate between fixed, sunk and variable costs.
- Derive marginal, average and total costs.
- Describe the relevance of economies of scale and the concept of elasticity of supply.

### 10.2.6 Required Textbook

Begg, D. (2005) *Economics* 8<sup>th</sup>.ed. McGraw Hill

#### **IMPORTANT NOTICE – DISCOUNT WHEN PURCHASING REQUIRED TEXTBOOK**

This textbook can be purchased at a 20% reduced rate from:

<http://www.mcgraw-hill.co.uk/ncc/>

## 10.3 DB103 Business Communication

### 10.3.1 Structure

Credits	Lecture/Tutorial/Practical Workshop Hours	Student Independent study hours	Assessment
15	36	114	Global Examination

### 10.3.2 Introduction

This course is a general introduction to personal communication skills for professionals, including providing students with the necessary communication skills to enable them to interpret business documents. Business communication has two main purposes, which are relevant to the needs of the junior professional.

1. To communicate effectively within organisations with a genuine understanding of the information needs of various staff.
2. Develop the basic communication skills and concepts needed at the interpersonal level but must relate these to the broader information needs of organisations.

### 10.3.3 Aims

The aims of the Business Communication module are to enable students to communicate with and relate to others; to develop skills of acquiring, selecting and presenting information; to develop sensitivity to, and awareness of, other people's ideas and attitudes, and how all of these relate to the users' information needs and systems.

### 10.3.4 Learning Outcomes

	Specific Learning Outcomes (LOs)	Demonstrable Knowledge
LO 1	Describe skills and strategies for effective communication in business environments. Explain how communication technologies can facilitate the flow of information.	Knowledge and understanding Communication
LO 2	Find data and process it to produce meaningful information.	Inquiry and research
LO 3	Write business letters, memoranda and emails. Describe the structure, content and function of business reports.	Application Communication Knowledge and understanding
LO 4	Write resumés and job application letters. Describe the features and demands of job interviews, the preparation for an interview and how to perform competently during an interview.	Application Knowledge and Understanding
LO 5	Discuss the benefits and difficulties of working in a group. Describe the planning and running of business meetings. Understand the role of meeting technologies. Discuss the impact of intercultural differences on communication.	Knowledge and understanding Communication
LO 6	Make a presentation or demonstration on a business related topic to an audience using appropriate aids.	Application and problem-solving Communication

### 10.3.5 Indicative Content

- Information flows within an organisation.
- Use of office based software applications to facilitate the flow of information.
- Find data and process it to produce meaningful information.
- Write business letters, memoranda and reports and make use of appropriate methods of displaying and presenting information.
- Features and demands of job interviews, the preparation for an interview and how to perform competently during an interview.
- Reasons for business meetings, the procedures governing well-run meetings and the roles of those taking part. Discuss the benefits and difficulties of working in a group.
- Make a presentation or demonstration on a business related topic to an audience using appropriate aids.

### 10.3.6 Required textbook

Bovée C. L. & Thill J. V. (2005) *Business Communication Today* 8<sup>th</sup> ed. Prentice Hall

This textbook can be purchased from:

<http://vig.pearsoned.co.uk/>

Additional student and lecturer resources can be downloaded from:

<http://www.prenhall.com/bovee>

#### **Additional Textbook (optional):**

Chaney L. and Martin J. (2007) *Intercultural Business Communication* 4<sup>th</sup> ed. Prentice Hall

## 10.4 DB104 Organisational and Business Structures

### 10.4.1 Structure

Credits	Lecture/Tutorial/Practical Workshop Hours	Student Independent study hours	Assessment
15	36	114	Global Assignment

### 10.4.2 Introduction

The module introduces the objectives, roles, functions and various forms of business organisation as they adapt to a dynamic and changing environment.

### 10.4.3 Aims

The aim of the module is to enable students to develop an in depth understanding of the nature of the management process in action. Students will then go on to learn how to relate the principles and theories of management to the actual practice applied to the functional organisation of business and the effective performance of those who work in it.

### 10.4.4 Learning Outcomes

	Specific Learning Outcomes (LOs)	Demonstrable Knowledge
LO 1	Knowledge and understanding of the form, aims, objectives and operation of various types of business organisations across the private, public and voluntary sectors.	Knowledge and understanding
LO 2	Understand and evaluate organisational principles and structures, their appropriateness and relevance in the process of organisational development; contrast the mechanistic and organic forms of organisation structure and understand how the Internet enables new types of organisational structure.	Evaluation
LO 3	Knowledge of the different types of organisational change, the characteristics of change, the steps in a change process, theories of change, and the forms of resistance to change.	Knowledge and understanding
LO 4	Explain the different communication processes that are found within an organisation, the barriers to effective communication and the ways in which communication processes can help or hinder organisational performance.	Application and problem solving
LO 5	Identify and monitor business performance, control processes and systems utilising budgetary and non-budgetary methods as appropriate, and identify key result areas.	Evaluation
LO 6	Analyse business as a human system, the micro-environment and interaction with the wider macro-environment.	Analysis
LO 7	Evaluate the role of management information systems in an organisation.	Evaluation

### 10.4.5 Indicative Content

- Types of business organisation across the private, public and voluntary sectors.
- Business aims and objectives in different types of organisations.
- Organisational principles, organisational structures and organisational development.
- The role of human resource management (HRM) and the links between organisational strategy and HRM.
- Theories of organisational change and models to implement it successfully.
- The importance of effective organisational communication.
- Monitoring business performance using finance and budgetary control.
- The impact of the Internet upon organisational structures and the growth of the virtual organisation.
- The business micro-environment (e.g. customers, competitors, suppliers etc.) in the light of the macro-environment (i.e. political, economic, social and technological) and interpretation of their dynamic interaction through the identification of business Strengths and Weaknesses, Opportunities and Threats (SWOTs).
- The role of information systems in organisations and the impact of such systems upon the functions of an organisation.

### 10.4.6 Required Textbook

Boddy, D. (2005) *Management: An Introduction* 3rd.ed. Prentice Hall.

This textbook can be purchased from:

<http://vig.pearsoned.co.uk/>

Additional student resources should be downloaded from:

<http://www.pearsoned.co.uk/boddy/>

**Required access details:**

**Username: nccedu.com**

**Password: password**

## 10.5 DB105 Principles of Quantitative Methods

### 10.5.1 Structure

Credits	Lecture/Tutorial/Practical Workshop Hours	Student Independent study hours	Assessment
15	36	114	Global Examination

### 10.5.2 Introduction

This module covers numerical rules and provides some of the basic mathematical business data used in graphical form. Students will also be taught to present and analyse simple business data.

### 10.5.3 Aims

To enable students to understand and adapt numerical rules and basic mathematical business data used in graphical form effectively and in a variety of business forums.

### 10.5.4 Learning Outcomes

	Specific Learning Outcomes (LOs)	Demonstrable Knowledge
LO 1	Knowledge and understanding of mathematical and statistical rules, concepts and techniques.	Knowledge and understanding.
LO 2	Ability to present and analyse typical business data.	Application and problem-solving. Analysis. Communication.

### 10.5.5 Indicative Content

1. Applying the four rules of numeracy to whole numbers, fractions and decimals.
2. Expressing numbers in standard form.
3. Multiplying and dividing negative numbers.
4. Apply calculations to:
  - compare numbers using ratios, proportions and percentages;
  - obtain values for simple financial transactions involving purchases, wages, taxation, and discounts;
  - calculate values using simple and compound interest;
  - convert foreign currency.
5. Perform calculations involving roots and powers.
6. Evaluate terms involving a sequence of operations and use of brackets.
7. Interpret and evaluate formulae.
8. Approximate data using rounding, significant figures.

9. Determine absolute and relative error.
10. Use algebraic methods to:
  - solve linear and simultaneous equations;
  - solve quadratic equations using factorisation and formulae;
  - determine the equation of a straight line through two points;
  - determine the gradient and intercept of a straight line.
11. Construct and use graphs applying general rules and principles of graphical construction including axes, choice of scale and zero.
12. Apply statistical methods to:
  - distinguish discrete and continuous variables;
  - recognise and use sigma notation for summation;
  - classify and present data in tabular and chart form;
  - determine and interpret mean, median, mode, quartile deviation and standard deviation for raw and grouped data;
  - present several sets of data on one graph for comparison;
  - construct statistical graphs for time series, determine a trend using moving averages and make a simple forecast;
  - measure uncertainty using probability techniques; distinguish between probability based on equally likely events or historical data and subjective probability, find outcomes and events using Venn diagrams, combine events using the operators AND, OR and NOT, distinguish between mutually exclusive and independent events;
  - present data in appropriate graphical form, with suitable headings, keys, labels and the source of data; recognise poor examples of graphical presentation.

### 10.5.6 Required Textbook

Swift, L. and Piff, S. (2005) Quantitative Methods for Business, Management and Finance 2nd ed. Palgrave.

Additional student and lecturer resources should be downloaded from:

[www.palgrave.com/business/swift/](http://www.palgrave.com/business/swift/)

#### Required access details:

**Username:** mlurie@nccedu.com

**Password:** learning

## 10.6 DB106 Fundamentals of Financial Control

### 10.6.1 Structure

Credits	Lecture/Tutorial/Practical Workshop Hours	Student Independent study hours	Assessment
15	36	114	Global Examination

### 10.6.2 Introduction

Designed to introduce the basic concepts and techniques of business accounting, this module will consider the role of accounting in recording and reporting financial performance (financial accounting) and its role in providing information to decision-makers (management accounting).

### 10.6.3 Aims

Students will demonstrate the ability to identify and classify financial transactions, and to prepare basic financial statements. Student will also demonstrate the ability to prepare internal management accounting reports and interpret this information in accordance with user needs.

### 10.6.4 Learning Outcomes

**Note:** The module aims to develop knowledge and understanding of the principles of good practice in financial and management accounting but does not require detailed knowledge of accounting standards. The assessment of learning outcomes will not require preparation of financial statements in accordance with any particular set of accounting standards.

	Specific Learning Outcomes (LOs)	Demonstrable Knowledge
LO 1	Knowledge and understanding of the scope and objectives of financial and management accounting, and the techniques used to record transactions. Identify the users of accounts and their particular needs.	Knowledge and understanding Analysis
LO 2	Preparation of balances sheets, income statements and cash flow statements for a range of businesses (sole traders, partnerships and limited companies).	Application and problem-solving Communication
LO 3	Knowledge and understanding of the treatment of non-current and current assets and the processing of related accounting adjustments, including depreciation and bad debt provision	Knowledge and understanding Analysis
LO 4	Knowledge and understanding of the treatment of non-current and current liabilities, and the processing of related adjustments	Knowledge and understanding Analysis
LO 5	Knowledge and understanding of the role of management accounting in decision-making	Knowledge and understanding
LO 6	Classification of costs and into variable and fixed, direct and indirect, and preparation of costing information for product costs	Application and problem-solving Communication
LO 7	Knowledge and understanding of job costing, absorption costing and marginal costing. Preparation of costing statements.	Knowledge and understanding Analysis
LO 8	Preparation of budgets and an understanding of the behavioural consequences of budgeting	Application and problem-solving Communication

### 10.6.5 Indicative Content

- Discussion of the types of business users that are impacted by accounting information and the types of business entities producing accounting information. An explanation of the Accounting Equation and definitions of key concepts such as asset, liability and ownership interest.
- Preparation of financial statements for various types of business (detailed disclosure notes not required) including: income statement; balance sheet; cash flow statement.
- The valuation of non-current assets including computations of depreciation; the valuation of inventories and trade receivables making appropriate adjustments.
- Calculations involving trade payables and accruals and an explanation of the terms provision and deferred income.
- Discussion of the needs of internal users of information and the role of management accounting in decision-making.
- Preparation of management accounting reports relating to cost information and the distinction between fixed and variable costs.
- Preparation of marginal and absorption costing statements.
- Discussion of the advantages and disadvantages of budgeting, particularly its behavioural consequences.

### 10.6.6 Required Textbook

Weetman, P., (2006) *Financial and Management Accounting: An Introduction*, 4<sup>th</sup> ed. FT Prentice Hall.

Additional student and lecturer resources should be downloaded from:

[www.pearsoned.co.uk/weetman](http://www.pearsoned.co.uk/weetman)

## 10.7 DB107 e-Commerce

### 10.7.1 Structure

Credits	Lecture/Tutorial/Practical Workshop Hours	Student Independent study hours	Assessment
15	36	114	Global Assignment

### 10.7.2 Introduction

In this module students examine the role and value of marketing in today's increasingly competitive and dynamic environment. The management of the market function is defined in diverse marketing situations. Students practice marketing principles to analyse, plan, implement and control policies to achieve marketing and corporate objectives in both profit and non-profit organisations.

### 10.7.3 Aims

On completion of the module students will be able to understand the role and value of marketing in the current competitive climate and how to effectively and efficiently adapt the principles of marketing to different kinds of organisations.

### 10.7.4 Learning Outcomes

	Specific Learning Outcomes (LOs)	Demonstrable Knowledge
LO 1	Knowledge and understanding of the meaning and scope of e-commerce and e-business, the business challenges of introducing e-commerce to an organisation, the main business and marketplace models, revenue models for electronic trading and new access devices.	Knowledge and understanding
LO 2	Explain the key decisions to be made when developing an e-business strategy and apply these decisions to the development and implementation of a successful strategy.	Application and problem solving
LO 3	Evaluate the main components of supply chain management and the role of technology in the support of supply chain management.	Evaluation
LO 4	Knowledge and understanding of the importance of e-marketing, the development and deployment of an e-marketing plan, and the use of customer relationship management (CRM) to help acquire and retain customers.	Knowledge and understanding
LO 5	Analyse the actions to be undertaken to launch an e-commerce application, including the security implications; develop plans for implementing any resulting organisational change and measuring the effectiveness of the application.	Analysis

### 10.7.5 Indicative Content

- The history and definition of eCommerce.
- The technical components of eCommerce systems.
- Business to business eCommerce.
- Business to consumer eCommerce.
- Marketing eCommerce services.
- Payment and fulfilment.
- Building an eCommerce website.

### 10.7.6 Required Textbook

Chaffey, D. (2004) *e-Business and e-Commerce* 2<sup>nd</sup> Ed. Prentice Hall

## 10.8 DB108 Marketing

### 10.8.1 Structure

Credits	Lecture/Tutorial/Practical Workshop Hours	Student Independent study hours	Assessment
15	36	114	Global Assignment

### 10.8.2 Introduction

In this module students examine the role and value of marketing in today's increasingly competitive and dynamic environment. The management of the market function is defined in diverse marketing situations. Students practice marketing principles to analyse, plan, implement and control policies to achieve marketing and corporate objectives in both profit and non-profit organisations.

### 10.8.3 Aims

To enable students to understand the role and value of marketing in the current competitive climate and be able to effectively and efficiently adapt the principles of marketing to different kinds of organisations.

### 10.8.4 Learning Outcomes

	Specific Learning Outcomes (LOs)	Demonstrable Knowledge
LO 1	Knowledge and understanding of the established concepts, techniques and practices of the marketing function.	Knowledge and understanding
LO 2	Explain the impact of market and competitor factors on marketing strategy.	Analysis
LO 3	Use of techniques to interpret management accounting information.	Application and problem-solving
LO 4	Evaluate social and ethical issues in marketing.	Evaluation

### 10.8.5 Indicative Content

- The development of marketing and the marketing concept within today's changing and challenging environment, and demonstrate how changes in the business environment may affect different kinds of organisations.
- The nature of demand for consumer, industrial and service products, and demonstrate an understanding of the use of marketing research principles and techniques in the analysis of marketing systems.
- The significance of market segmentation and buyer behaviour as approaches to market analysis and measurement.
- Product policy, including the product life cycle, developing new products, product retirement, positioning, and product mix analysis and evaluation.
- Pricing policies involve, including price concepts, empirical pricing techniques, the significance of cost classification to pricing, competitive pricing and responses.

- Distribution policies involve, including channel choice and design, selecting channel intermediaries and the level of market exposure desired, the principles and components of a physical distribution system.
- Promotional policies involve, including identification of the major components of the communications mix, simple models of communication processes and the need for integrated communications.
- The impact of market and/or competitive factors, such as inflation/ recession, or market leadership contrasted with being a market follower; how this can affect the formulation of marketing strategy, and an understanding of how international operations can impact on the organisation both in penetrating foreign markets and in meeting competition.
- Basic principles of marketing planning, as well as showing an understanding of the basic principles of marketing organisation for effective management and the basic concepts of financial and non-financial control of planning processes.
- Ethics in marketing, showing an understanding of social and ethical issues, the role and impact of consumerism on marketing, and an appreciation of the environmental responsibilities of marketing.

### 10.8.6 Required Textbook

Kotler, P. and Armstrong, G. (2005) *Marketing: An Introduction* 7<sup>th</sup> ed. Prentice Hall

This textbook can be purchased from:

<http://vig.prenhall.com/>

### Additional Textbooks (optional)

Lancaster, G, Massingham, L and Ashford, R (2001) *Essentials of Marketing*, 4<sup>th</sup> ed. McGraw Hill

### **IMPORTANT NOTICE – DISCOUNT WHEN PURCHASING ADDITIONAL TEXTBOOK**

This textbook can be purchased at a 20% reduced rate from: <http://www.mcgraw-hill.co.uk/ncc/>

Kotler, P. and Armstrong, G. (2006) *Principles of Marketing* 11<sup>th</sup> ed. Prentice Hall

This textbook can be purchased from: <http://vig.prenhall.com/>



## Appendix A – Assessment Criteria

International Diploma in Business and International Advanced Diploma In Business	Mark awarded	
<p><b>DISTINCTION (A)</b>  <b>Distinction level work is relatively rare and is expected to stand out from the work of other students. Not many students will achieve a distinction.</b></p> <ul style="list-style-type: none"> <li>- directly addresses the question or problems raised</li> <li>- provides a coherent argument displaying an extensive knowledge of relevant information</li> <li>- evaluates concepts, techniques and theory</li> <li>- relates theory to practice</li> <li>- reflects the student's own argument and is not just a repetition of standard lecture, and reference material is very accurate</li> <li>- provides evidence of reading beyond the required reading</li> <li>- shows awareness of other approaches to the problem area</li> <li>- has an appreciation of methodological concerns and displays an awareness of the limitations of current knowledge</li> </ul>	DISTINCTION	75% and above
<p><b>CREDIT (B)</b>  <b>This is a highly competent level of performance</b></p> <ul style="list-style-type: none"> <li>- directly addresses the question or problems raised</li> <li>- provides a coherent argument drawing on relevant information</li> <li>- shows some ability to evaluate concepts and theory and to relate theory to practice</li> <li>- reflects the student's own argument and is not just a repetition of standard lecture and reference material</li> <li>- does not suffer from any major errors or omissions</li> <li>- provides evidence of reading beyond the required reading</li> <li>- displays an awareness of other approaches to the problem area</li> </ul>	CREDIT	65% - 74%
<p><b>PASS (C)</b>  <b>This is an acceptable level of performance and all competent students should expect to achieve at least this level.</b></p> <ul style="list-style-type: none"> <li>- addresses the question but provides only a basic outline of relevant arguments and evidence along the lines offered in the lectures and referenced readings but with little evidence of further reading</li> <li>- all learning outcomes are demonstrated</li> <li>- answers are clear but limited</li> <li>- some minor omissions and inaccuracies but no major errors</li> </ul>	PASS	40% - 64%
<p><b>REFERRED (D)</b>  <b>Students attaining this level of performance should be in a small minority of those on the course</b></p> <ul style="list-style-type: none"> <li>- learning outcomes have not been demonstrated</li> <li>- relevant points have been omitted from the answer</li> <li>- there are errors in the answer</li> <li>- parts of the question remain unanswered</li> <li>- answers may be too brief and possibly in note form</li> </ul>	REFERRED	0% - 39%



## Appendix B

### Academic Dishonesty and Plagiarism Policy

#### Principle

The principle to be applied is that no student shall obtain, or attempt to obtain, an advantage in assessment through unfair or improper means. Any such attempts shall be deemed to be in contravention of the regulations governing NCC Education's academic qualifications and subject to disciplinary action by NCC Education. This document is designed to explain what plagiarism is, why it brings severe penalties to the student, and how to avoid it.

#### What plagiarism is:

Using someone else's work as your own, without citing the source.

This includes direct copying, rephrasing, and summarising, as well as taking someone else's idea and putting it into different words. Cutting and pasting paragraphs from different websites is the same as handing in a paper downloaded from the internet, both are examples of plagiarism.

#### Examples

The following are provided as examples of **dishonesty** or **plagiarism**.

##### A Examinations

1. Taking of unauthorised material into an examination.
2. Consulting unauthorised material outside the examination hall during the examination.
3. Obtaining an unseen examination paper in advance of the examination.
4. Copying from another examinee (student).
5. Attempting to communicate with another examinee (student) during the exam.
6. Using an unauthorised calculator or other device e.g. mobile phone during the examination or storing unauthorised material in the memory of a programmable calculator or other device e.g. mobile phone which is taken into the examination.
7. Impersonation, where a substitute takes an examination, test or assignment on behalf of the student.

## **B Course work and Project work**

8. Falsifying data in experimental results.
9. Copying course work or project work from another person or source.
10. Collusion to present joint work as the work solely of one individual.
11. Plagiarism, where the work or ideas of another, are presented as the student's own.

## **C Other**

12. Bribery or attempted bribery of a person thought to have some influence on the student's assessment.
13. Any other conduct calculated to secure an unfair or improper advantage in an assessment.
14. If you share your coursework or examination paper with another student and he or she plagiarises it, you are considered as guilty as the one who has plagiarised your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his or her coursework or examination paper available to another student unless the instructor gives explicit permission for this to happen.
15. It is also an offence under the regulations to knowingly assist in any of all of the above.

Plagiarism is a serious academic offence and NCC Education will discipline students for committing plagiarism. Students who plagiarise, including who anyone enabled the plagiarism to take place, are likely to be caught, and could be removed from completing their NCC Education award, and will not be allowed in future to take an NCC Education programme.

**Students are responsible for educating themselves about plagiarism, and NCC Education advice is to avoid plagiarism at all costs.**

## **Avoiding plagiarism**

Students learn from the work of others and may quote from it without penalty. Where direct quotation appears to a student to be appropriate s/he must ensure that quotation marks and reference to the original author is clear within the text. Essays, projects and reports will also show the referenced works in the bibliography. One of the best ways to avoid plagiarism is to ensure you use references and citations properly, using the Harvard System.

<http://library.curtin.edu.au/referencing/harvard.html>

## **Actions**

### **Examinations**

Any student found to be acting dishonestly or committing plagiarism will be excluded from the examination hall. The student shall countersign the irregularities report made out by the invigilator, and will have the right to send a written explanation to the Academic Standards and Quality Manager at NCC Education, The Towers, Towers Business Park, Wilmslow Road, Didsbury, Manchester, M20 2EZ, United Kingdom within 24 hours. The student's explanation, along with all other evidence, shall be forwarded to the Awards Panel for due consideration.

### **Course and Project Work**

Where cheating or plagiarism is suspected with the course work or project work submitted by a student, then all the evidence will be collected and sent to the Chief Moderator who will undertake a formal investigation and hold a review hearing.

### **Outcome**

The Awards Panel shall make a decision on all of the available evidence. The Awards Panel decision shall be final and binding.





## **Statement and Confirmation of Own Work**

**Programme Qualification Name:**

All submitted work must have this form as the cover/first page. Please include this form as part of a standard format when submitting an assignment.

### **Student Declaration**

I have read and understood NCC Education's regulations on plagiarism.

I can confirm the following details:

**Student ID/Registration Number:**

**Name:**

**Module Name:**

**Title of Work:**

**Module Leader:**

**Number of Words:**

I confirm that this is my own work and that I have not plagiarised any part of it. I have also noted the grading criteria and pass mark for assignments.

**Due Date:**

**Student Signature  
& Submitted Date:**





## Appendix C

### Appeals Process

An application for appeal may be made on the grounds that there was such a procedural defect as defined below as to make it likely that the results of assessment was less favourable to the candidate than his/her performance merited. Such an appeal can be raised against the marks allocated for the following:

- Local Exams
- Global Exams
- Assignments
- Any form of assessment that carries any weighting towards their final mark as dictated by NCC Education from time to time.

An appeal should be lodged, directly after the release of results, and can only be made based upon one of the following:

**The examiners failed to assess all work submitted for an examination**

**There was a computational error in arriving at the candidate's total marks.**

The method(s) of assessment differed in a significant manner from that set out in the definitive regulations or syllabus of the course.

To lodge an appeal:

- 1) The appeal must be made via an Accredited Partner within 4 weeks from the release of results to Partners, NCC Education will not consider them directly from the candidate.
- 2) The application should be completed using the NCC Education appeal form. If candidates do not record on the appeal form in detail the reasons why they feel the appeal is valid, then NCC Education will reject the appeal and it will be taken no further.
- 3) The appropriate fee along with the completed appeal form should be sent to the following address:

Academic Standards Manager  
NCC Education Limited  
The Towers  
Towers Business Park  
Wilmslow Road  
Didsbury  
Manchester  
M20 2EZ  
Fax: 0161 438 6240

NCC Education will not accept an appeal simply on the grounds of a candidate not achieving the grade they expected. Any such requests will be rejected as NCC Education's academic judgement can not be questioned only procedural defects as outlined in the appeal form.

