

Revised undergraduate programme specification

School of Oriental and African Studies

The following information forms the programme specification at the School of Oriental and African Studies, University of London. It gives definitive information relating to a programme of study and is written for a public audience, particularly prospective and current students. It is also used for other purposes such as initial programme approval, and is therefore produced at the start of the programme development process. Once approved, it forms the baseline information for all statements relating to the programme and is updated as approved amendments are made.

CORE INFORMATION

Programme title	BSc International Management (MENA) (Year Abroad)
Final award	BSc Honours
Intermediate awards	
Mode of attendance	
UCAS code	
Professional body accreditation	
Date specification created/updated	20 May 2011

WHY CHOOSE THIS PROGRAMME?

(This information will be used for marketing purposes as summary information about the programme for prospective students. It should be written accordingly, using brief, headline statements and bullet points. The first section is standard text for all programme specifications and should therefore not be amended: subsequent sections should be completed by individual authors.)

Why study at SOAS?	SOAS is unique as the only higher education institution in the UK specialising in the study of Africa, Asia and the Middle East. The School also has the largest concentration of specialist faculty concerned with the study of these areas at any university in the world. SOAS is consistently ranked among the top higher education institutions in the UK and the world and it also offers a friendly, vibrant environment for students in a diverse and close-knit community. Click here for more information.
What is special about this programme?	<i>(Give unique selling points which might attract students to study here rather than elsewhere.)</i> Our 4-year programme provides students with a strong grounding in international management, specialist knowledge of business and management in the MENA and competence in Arabic

	<p>language. Students take courses in accounting, finance, managerial economics, marketing, corporate governance, research methods and international business strategy, together with specialist courses that draw on SOAS's knowledge of management and finance in the MENA. In addition, students take three full-unit modules in Arabic and spend their third year in Damascus or Alexandria. During their time at SOAS students have the opportunity to take approved courses from other SOAS departments, such as Law, Politics, Economics and Languages and Cultures of the MENA, providing a rich inter-disciplinary learning environment.</p> <p>The programme aims to provide students with a conceptual understanding of core principles of international management and finance, the ability to apply this knowledge to real issues facing business and other organisations that operate in the MENA or deal with these economies, and competence in Arabic.</p>
Who would it suit?	<p><i>(Give examples of possible career paths, professional qualifications, core content topics, routes to further study etc.)</i></p> <p>Graduates will have a firm grasp of international management disciplines that should place them in a good position to pursue a career in business, banking, consulting, media and other industries, especially in companies or organisations that operate in, or do business with the MENA. Students who attain a first or upper second will be well-placed to embark on postgraduate study. DeFiMS maintains close links with employers in the United Kingdom, its focus regions including the MENA and elsewhere. We expect that many of our graduates will move into banking, consulting, media, and other industries.</p>
Programme structure	<p>Students take modules to the value of 4 units in each of their 3 years at SOAS (years 1, 2 and 4). The programme has been designed so that second and final</p>

	<p>year courses at SOAS build on courses taken in earlier years. Students spend their 3rd year of study abroad, in one of our partner institutions in Damascus or Alexandria and follow an approved programme of study. In their final year at SOAS students undertake an independent study project or dissertation equivalent to 1 course unit.</p>
Assessment summary	<p>The assessment procedures involve coursework assignments, unseen examinations and a dissertation. They provide the student with opportunities to demonstrate their knowledge and understanding of the content and systems taught in lectures, tutorials and the literature.</p> <p>The assessment procedures also provide the student with opportunities to demonstrate how classroom and book learning can be applied to various organisational and cultural contexts – in particular in the MENA. The dissertation requirement aims to develop and assess an awareness of how the basic content and principles can be transferred in different industries and global applications.</p>

ENTRY REQUIREMENTS

(The initial statement below is standard text regarding the School's general entrance requirements and should not be amended. There is then the opportunity for authors to add any requirements/arrangements specific to the programme.)

SOAS has general minimum entrance requirements for registration for an undergraduate degree and these can be viewed at

(<http://www.soas.ac.uk/admissions/ug/entryreq/>)

- **A Levels:** AAB
- **GCSE Maths** B
- **IB:** 36 (6/6/6)
- **BTEC:** DDM
- **Scottish Highers:** AAABB
- **Scottish Advanced Highers:** AAB
- **Irish LC:** 340 points from 5 Higher level subjects at grade C1 or above
- **Advanced Placement:** 4 4 5 (Two semesters - UCAS Group A) plus US HSGD with GPA 3.0
- **Euro Bacc:** 80%

- **French Bacc:** 14/20
- **German Abitur:** 2.0
- **Italy DES:** 80/100
- **Austria Mat:** 2.0
- **Polish Mat:** 75%

(Authors to add any additional requirements specific to the programme. Authors should also insert any relevant information regarding admission processes e.g. interview.)

PROGRAMME AIMS

What will this programme give the student an opportunity to achieve?

(Programme aims are broad statements of intent which should reflect the School's purpose in offering the programme of study. They are overall, synoptic statements which should be presented as bullet points (there should not normally be more than three or four of them). They should be written in language which is accessible to a lay audience (the use of jargon should be avoided, and any acronyms should be explained).)

- The programme aims to teach a combination of general management courses, specialist courses on management and finance in the Middle East and North Africa and Arabic language courses. It is aimed at students wanting to pursue business careers in Middle Eastern or North African organisations or organisations that deal with the region. The planned syllabus includes general management courses common to most first-degree management programmes; e.g. accounting, marketing, finance, international management, research methods, managerial economics and strategy. The courses devoted to MENA topics apply the general courses to the region and give the programme specialist interest. In addition students take 3 full unit modules in Arabic language and spend their 3rd year aboard in one of our partner institutions in Damascus or Alexandria.

PROGRAMME LEARNING OUTCOMES

What will the student learn?

(Learning outcomes are statements of what a student is expected to know/understand/do by the end of the programme. They are set at a level appropriate to the award, and authors might find it helpful to refer to the QAA Framework for Higher Education Qualifications

*(<http://www.qaa.ac.uk/academicinfrastructure/fheq/default.asp>) for further information on levels of awards. Learning outcomes are related to teaching, learning and assessment methods described later in the programme specification, and to the curriculum, but are expressed as general statements of learning under four headings: **Knowledge:** normally subject-based, describing the factual/conceptual base of the field of study and the level of complexity to be achieved.*

***Intellectual (thinking) skills:** might encompass independent research, analysis, synthesis, evaluation of concepts, problem solving, interpretation of statistical data, critical literature review, resource discovery (electronic and print) etc.*

Subject-based practical skills: these will be discipline specific, for example performance skills, design and creative skills, IT skills for data processing etc.

Transferable skills: broader skills for life, which might include problem solving, oral and written communication, accessing and exploitation of electronic information resources, teamwork or other skills particularly relevant to specific subsequent employment.

Again, bullet points should be used and three or four learning outcomes in each section would be appropriate. Please keep in mind the student audience and use language which is fit for purpose. It is also helpful to focus on aspects which might make the programme distinctive or even unique. Where a programme has a number of pathways, it is useful to identify any learning outcomes that are specific to each pathway.)

Knowledge

This programme aims to provide students with an understanding of basic procedures in the subject areas taught. For example, students should:

- have detailed knowledge of the various models and systems taught, and the underlying principles
- understand the strengths and limitations of different techniques and critical methods
- understand how the findings achieved by use of different managerial strategies, financial techniques and critical methods may be used to inform managerial decisions in different countries and organizational contexts.
- understand the limits and effectiveness of different managerial, financial and other regulatory systems
- understand the different roles played by managers in different functions and cultures
- understand how far factors associated with the global and local cultural (MENA) context influence decision-making within organisations
- have knowledge and understanding of the Arabic language/grammar (written and spoken) to a competent level

Intellectual (thinking) skills

Having successfully completed the programme, students should be able to handle concepts and principles in the subject areas taught. Students should be able to:

- explain and interpret concepts in these subject areas
- understand theoretical models and their relevance in different cultural contexts
- identify how far techniques, conventions and practice differ across cultures, and to show why
- appraise and assess empirical analyses and evidence
- interpret and critically assess the applications made of standard models in different cultural contexts
- understand and utilise written and spoken Arabic language to a competent level

Subject-based practical skills

Having successfully completed the programme, students should be able to apply knowledge and principles in the following areas, and to apply basic models. Specifically, he/she should be able to:

- construct and apply models, systems, and techniques

- interpret financial statements and accounts of businesses and other organisations
- apply different conventions and techniques to construct financial statements, accounts and reports
- explain how models learned in the programme may be used to inform managerial decisions in different countries and organizational contexts
- assess and appraise models, systems and techniques taught in the programme
- use statistical techniques and computer software
- speak and understand Arabic language to a reasonable level of competence

Transferable skills

Having successfully completed the programme, students should be able to transfer intellectual and practical skills to:

- participating in the labour market at degree level
- solving actual problems in the workplace
- acquiring the experience and additional skills needed for entry to further academic study
- acquiring the experience and additional skills needed for entry to specialised professional training
- estimate the extent to which the skills learned can be transferred between different organisations, and to make any modifications necessary
- estimate the extent to which the skills learned can be transferred between economic and cultural contexts, and to make any modifications necessary
- speaking and reading Arabic language.

PROGRAMME STRUCTURE AND REQUIREMENTS FOR GAINING AN AWARD

How will the student's study be structured? How will they achieve an award?

(The initial statement below is standard text regarding SOAS requirements relating to the structure and duration of programmes and requirements for gaining an award and should not be amended. Individual authors should then complete the programme structure diagram with information relevant to this programme.)

Structure, duration and requirements for gaining an award

SOAS has standard requirements relating to the structure and duration of undergraduate programmes and for the award and classification of these programmes. Details can be found at

<http://www.soas.ac.uk/registry/degreeregulations/file60378.pdf>

Programme structure diagram

Below is a structure diagram for this programme.

(To be completed by individuals completing the template. It is intended that the structure grid should provide a clear picture of the course units to be taken as the student progresses through the programme. The "status" column should indicate whether the course is "core", "compulsory" etc. The final column provides an opportunity for authors to add any further relevant information which might relate to options, prerequisites, pathways etc.)

Level	Year of study	Course code	Course title	Credit	Status	Notes
4	1	151030001	Introduction to accounting	15	Core	
4	1	151030002	Understanding company accounts and reports	15	Core	
4	1	TBC	Management in MENA: Domestic and International Developments	30	Core	
4	1	155901202	Arabic 100	30	Core	
4	1	151030005	Quantitative and analytical techniques for managers	15	Compulsory	
4	1	151030004	Principles and management of marketing	15	Optional	
		OR				
4	1		An approved half unit Optional course	15	Optional	
5	2	151030006	Corporate finance and financial accounting	15	Core	
5	2	151030007	Managerial accounting	15	Core	
5	2	151030008	International business strategy	15	Core	
5	2	151030009	Managerial economics	15	Core	
5	2	155901203	Arabic 200	30	Core	
5	2	151030011	Qualitative and case study research	15	Compulsory	
5	2	151030010	International marketing I	15	Optional	
		OR				
5	2		approved half unit optional course	15	Optional	
6	3		The third year will be spent			

			overseas at one of our partner institutions in the MENA region. Students follow an approved programme of study.			
7	4	155900898	Arabic 3	30	Core	
7	4	TBC	Independent study project in International Management (MENA)	30	Compulsory	
7	4		Courses to the value of 60 Credits units		Optional	
7	4		Courses to the value of 60 Credits units		Optional	
7	4		Courses to the value of 60 Credits units.		Optional	
7	4		Courses to the value of 60 Credits units		Optional	

Level 7 Year 4 course options (Courses to the value of 60 Credits units)

151030012 Financial strategy (15 credits)

151030013 Finance in MENA (15 credits) (co-requisite Financial Strategy)

151030018 International human resource management (15 credits)

151030017 Corporate governance (15 credits)

151030014 Contemporary issues in the MENA economy (15 credits)

151030015 International marketing II (15 credits) (prerequisite International Marketing 1)

An approved optional course(s) (15 credits, two 15 credits', 30 Credits – not more than one 30 credits in total)

TEACHING, LEARNING AND ASSESSMENT

What methods will be used to achieve the learning outcomes?

(Provide details of the teaching, learning and assessment methods to be used, cross-referenced to the learning outcomes given above (listing under the same four headings might be helpful). Audience awareness is again important in relation to language used. The following examples might provide general guidance:

Knowledge: *subject knowledge is often developed through lectures and seminars, supplemented by directed study of texts/journal articles and by assignment or project work. Assessment is generally through unseen written examinations, but most assessment methods will require some demonstration of subject knowledge and understanding.*

Intellectual (thinking) skills: *skills such as analysis, synthesis, evaluation and application are often practised and demonstrated through active learning processes involving assignments or projects, and group learning activities (seminars/tutorials, workshops, fieldtrips etc). Assessment might utilise written examinations or problem-based exercises. Independent project work or research dissertations might be used to demonstrate subject-specific intellectual skills.*

Subject-based practical skills: *this will vary from discipline to discipline, but will generally require development through opportunities to practise the activity in an appropriate learning context (for example in a laboratory, studio or work placement). Workbooks/practice manuals might also be provided. Assessment of competence in exercising a practical skill must involve demonstration of it.*

Transferable skills: *skills that are readily transferable to employment and related contexts such as communication, teamwork etc can be developed through naturally arising opportunities within the curriculum or through work placements. Written communication will be enhanced through essay/dissertation writing or writing up projects. Oral communication can be developed in presentations and group work. Team working skills may be demonstrated and assessed through collaborative projects.)*

Knowledge

Knowledge of theoretical and empirical analysis in international management is developed via weekly lectures and tutorials in which a particular topic is introduced and discussed. Students are guided in their reading and independent study on particular topics. In the accounting course units students also carry out exercises, while in the quantitative techniques course they learn how to use a statistical package and how to generate and interpret results. Lectures are led by an academic while tutorials offer students an opportunity to debate ideas, present their work and communicate. The Arabic language courses impart knowledge of spoken and written Arabic. The assessment procedures involve coursework assignments, tests and unseen examinations. They provide students with opportunities to demonstrate their knowledge and understanding of the content and systems taught in lectures, tutorials and the literature.

Intellectual (thinking) skills

Lectures are led by an academic and their purpose is to provide a synthesis of the theoretical and empirical analysis on particular topics and to encourage students to think about key intellectual questions and issues in international management. Tutorials offer students an opportunity to debate ideas discussed in the lectures, to present their work, to problem solve and to learn via open discussion in small groups. Students are encouraged to develop their own thinking on topics based on readings, lectures and class discussions. The theoretical material in the course encourages the development of analytical and conceptual skills, while the more applied and empirical subjects develop students' ability to apply techniques and assess empirical data and evidence. The language courses encourage students to appreciate language structure, grammar and literature. The assessment procedures

involve coursework assignments, tests and written examinations. They provide students with opportunities to demonstrate their intellectual skills. Coursework and written examinations test students' ability to use data and analytical models to inform managerial decisions/strategies. The assessment procedures also test their knowledge of Arabic grammar and language structure.

Subject-based practical skills

The programme offers students the opportunity to develop practical skills including: the ability to use library-based databases to carry out literature searches; reading and synthesis skills; essay writing skills; accounting methods and techniques; use of a statistical package and quantitative and qualitative techniques. The tutorials, coursework and examinations encourage students to demonstrate their knowledge and understanding of the theoretical and empirical content and to appreciate the contours of debate in management science. In the Quantitative and Analytical Techniques module almost half the tutorial hours are held as computer lab sessions. In the accounting modules unseen written examinations test the students' ability to inform decision-making on the basis of data and analytical models taught in the classroom and the literature. In the language module students learn to speak, listen, read and write in Arabic. Each course requires a weekly commitment of three hours to attend lectures and tutorials, for the remainder of the time students are encouraged and expected to undertake substantial preparation by reading about the topic, carrying out exercises and preparing for tutorial discussions and language classes. The dissertation requirement aims to develop an awareness of how the basic content and principles can be transferred in different industries and global applications. Practical skills are assessed via coursework assignments, tests and written and oral examinations.

Transferable skills

Students are taught to develop their ability to think from first principles, to analyse different management contexts and to problem solve. Small group teaching via tutorials encourages communication skills and teamwork. The accounting courses develop numeracy skills and the ability to apply financial techniques, while the quantitative techniques module shows students how to use statistical software and how to generate and interpret empirical results. Written communication skills are enhanced via essay writing and the independent study project (dissertation). The programme provides students with opportunities to apply their understanding of management and finance to various organisational and cultural contexts – in particular in the MENA. The language courses teach students to speak, listen, read and write in Arabic. Transferable skills are assessed via formative assessment in tutorials and computer lab sessions and via coursework assignments, tests and written and oral examinations.

REFERENCE POINTS

What has been the basis for the design of this programme?

(Include reference points to demonstrate that what students will achieve has currency in academic, professional or employer communities. These might include:

- *institutional mission statements and any institutional policies on the development of general skills in fields such as communication, information technology, team working and career management;*

- *subject benchmark statements;*
- *current research or other advanced scholarship carried out by academic staff;*
- *requirements of professional and statutory regulatory bodies;*
- *occupational standards in fields where these are relevant;*
- *qualification descriptors used in the national qualifications framework;*
- *relevant European or international reference points.)*
- *School learning and teaching strategy*
- *Staff research*
- *QAA framework for higher education qualifications*

This programme has been designed to combine standard undergraduate management courses with specialist courses on the management, finance and culture in the MENA and Arabic language courses. It draws on SOAS's expertise in management and finance and its regional expertise in the MENA; as such it reflects SOAS's mission to combine disciplinary expertise, language scholarship and regional focus. It is also in keeping with best practice regarding the structure and content of undergraduate international management degrees, i.e. the programme provides education in the core areas of management, including management theory and practice, accounting, finance, marketing, managerial economics and international business strategy. The course is taught by faculty who are actively researching and publishing in these fields.

This new program is designed to contribute directly to the School's and Faculty's Strategic Plans. It has these educational aims of:

- advancing the knowledge of an aspect of societies in the MENA, specifically its management systems;
- advancing Arabic language scholarship
- contributing to the development of the Faculty's Academic disciplines. This is the third undergraduate programme offered by DeFiMS and will contribute to the academic development of the department;
- providing high quality education so that our students achieve excellence in their chosen subject or subjects and develop their core skills;
- promoting and leading global public education in our area of specialist expertise concerning the MENA.

QUALITY ASSURANCE AND ENHANCEMENT

(The following text is standard information common to all programme specifications and should not be amended by individuals completing the template except where indicated.)

SOAS has internal procedures to assure the quality of provision to be offered to students and to enhance the quality in the light of experience following delivery, taking into account the input of external experts and students. The procedures are set out in the School's Quality Assurance Handbook and can be viewed at (<http://www.soas.ac.uk/add/qualityassurance/quality-assurance-handbook/>).

SOAS is also subject to periodic external review from bodies such as the Quality Assurance Agency for Higher Education and relevant professional and statutory regulatory bodies.

The procedures described in the Quality Assurance Handbook are in place to provide a high quality student experience for those choosing to study at SOAS, and student input and evaluation of their experiences is greatly valued. Students make an input to the ongoing development of their programmes, and the environment in which they operate, in a number of ways, including:

- formal student evaluation as part of the annual programme review;
- student representation on School committees at various levels (through the Students' Union) where many relevant issues are discussed;
- elected representatives attend Departmental Meetings where their views are sought and considered.

FURTHER INFORMATION

(The following text is standard information common to all programme specifications and should not be amended by individuals completing the template except where indicated.)

Add in links to other relevant information, both internal and external, including:

- [SOAS Vision and Strategy Statement](#);
- [Undergraduate](#) and [Postgraduate](#) Handbooks;
- Departmental handbooks?;
- [Quality Assurance Handbook](#);
- Separate regs link?;
- [UCAS website](#);
- [QAA website](#);