RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

BA (Hons) Business Administration with Combined Studies

Student Handbook
2009 – 2010

Updated 26/06/2009
Effective 01/07/2009

BA (Hons) Business Administration with Combined Studies

This Handbook should be read in conjunction with the University catalogue. The University Catalogue remains the primary reference source for information about the academic policies and procedures of the university.

For changes and up to date information please refer to the University website to be found at: www.richmond.ac.uk

Table of Contents

1.0 WELCOME FROM THE CHAIR OF THE DEPARTMENT OF BUSINESS AND ECONOMICS

Dear Student,

The Richmond BA (Hons.) Degree in Business Administration is a challenging program that has been developed in response to today's rapidly changing global business environment. As a dual accredited degree Richmond's Business Administration degree incorporates the best perspectives of American, European and global business practices.

Analytical skills form a fundamental part of the curriculum with the added value of an integrated view of business practices, and a focus on information technology and leadership skills required to manage knowledge based companies of the future.

Our intensive core program, coupled with a choice of concentrations in Finance, International Business or Marketing will enable you to focus on your chosen discipline and develop the essential skills necessary to be effective leaders in business. Through the University's links with major international corporations in London, the program draws on the corporate community for guest lecturing, site visits and especially internship opportunities.

The Richmond business degree embraces a truly international faculty and student body, with over 100 nationalities represented amongst our students in any given year. This inter-cultural group of peer colleagues and professors, combined with a rigorous academic curriculum will prepare you for becoming a leader in your chosen field. The friendships made during your time at the University and our strong worldwide alumni network will provide you with lasting contacts and support long into the future.

Welcome to the Richmond Business Degree Program.

Parviz Dabir-Alai

2.0 BUSINESS AND ECONOMICS FACULTY AND STAFF

If you need to contact any of the faculty or staff, please use the University email system

Dr. Parviz Dabir-Alai	Professor of Economics Department Chair
Dr. Donna Bennett	Associate Professor in Finance and Accounting
Dr. Ivan Cohen	Associate Professor in Finance and Economics
Dr. Robert Mulligan	Associate Professor of International Business and Marketing
Mrs Agi Oldfield	Professor of Organisational Behaviour and Management
Mr Bruce Sheppy	Associate Professor of Marketing
Dr. Sabine Spangenberg	Associate Professor of Economics and Finance
Dr. Brian Terry	Associate Professor of Operations Management
Dr. Nicholas Wilkinson	Associate Professor of Economics
Mrs Jacqui Ryan	Senior Administrative Assistant

Adjunct faculty

Mr. Malcolm Berry	*Adjunct Associate Professor*
Mr. Nicola Caramia	*Adjunct Assistant Professor in Marketing*
Mr. Robert Crooke	*Adjunct Assistant Professor*
Mr. Christopher Hodson	*Adjunct Instructor in Finance*
Dr. Paula McGrath	*Adjunct Associate Professor*
Mr. David Palmer	*Adjunct Associate Professor*
Dr. Mamad Pourhosseini	*Adjunct Associate Professor*
Dr. Parmita Saha	*Adjunct Assistant Professor*
Ms. Sally Wang	*Adjunct Assistant Professor*

3.0 ACCREDITATION of the UNIVERSITY

American and British Accreditation

Richmond is accredited in the United States by the Middle States Association of Colleges and Schools and in the United Kingdom by the British Open University Validation Services. Richmond was the first international university to achieve this dual accreditation.

Open University Validation

In addition, Richmond's undergraduate degree programs are validated by the Open University Validation Services (OUVS). Validation by OUVS means that Richmond's degrees are of comparable standard to the Bachelors Degree with Honours (denoted BA (Hons) and BSc (Hons)) awarded to students directly registered with the Open University and other UK universities. Benefits of validation include enhanced recognition throughout the European Union and in other parts of the world where British influence is significant, and specific financial benefits (grants and loans) for citizens/residents of European Union countries. An integral part of OUVS validation is the appointment of external examiners for each degree program. External examiners, who are normally experienced academics from other British universities (not the Open University itself), review the content and structure of the degree program at the 300- and 400-level, review samples of assessed academic work from a broad cross-section of students in the program, and have the right to moderate the grades awarded by internal examiners where this is within the regulations of the program and does not bias the overall assessment or cause unfairness to individual students. Therefore grades in 300- and 400-level courses required for the degree may not be considered final before review by the external examiners.

Completion of Richmond degree requirements automatically results in the award of a Richmond diploma signifying completion of the US accredited degree program and a certificate from the Open University signifying that the degree obtained is validated by the Open University.

British honours degrees are classified as first class (1st), upper second class (2.1), lower second class (2.2), third class (3rd), or pass degrees. The classification of the degrees awarded to Richmond graduates are determined by the Richmond faculty members with the concurrence of the external examiners.

4.0 STUDENT GUIDE TO ACADEMIC ADVISING

Introduction
Academic Advising is designed to help you, the Richmond student, effectively and successfully plan and develop your academic path from undergraduate entry through to graduation. Please read through this guide to understand how this is achieved.

Your Academic Advising Team

At several stages in the semester you will receive emails from your Academic Advising team at Richmond, so please check your university email regularly – at least once a week:

Lizzie Long	Coordinator of Academic Advising	
	longe@richmond.ac.uk	020 8332 8310
Tessa Lovell	Administrative Assistant, Office of Academic Affairs	
	tessa.lovell@richmond.ac.uk	020 8332 8315

Please feel free to contact the Academic Advising team with any queries you may have, or with any problems that may need to be resolved. The team is here to help you.

Your Academic Adviser
You will be assigned an adviser who will offer you guidance when you need to choose courses each semester. The choice of courses and their sequencing play a crucial role in your ability to achieve academic success and complete your graduation requirements as efficiently as possible. Your adviser will help you with this process, and will consult you on your own plans for employment or postgraduate studies, as these may also impact the courses for which you register. You will also be able to discuss with your adviser taking a minor, an internship or an independent study project. If you have come to Richmond with a set of goals in mind, your academic adviser will help you decide on the best academic route to achieving those goals. Should you need help in identifying where your academic path may lead, your adviser is there to help you too.

How do you know who your Adviser is?
When you first come to Richmond, you will normally be registered in a First Year Seminar (FYS) course. The tutor of that course will be your academic adviser for your first year at Richmond. During your second year, you may be assigned a new adviser, one who teaches in your major. If your adviser changes, you will be notified via email.

When should you see your Adviser?
You should see your adviser regularly, especially when you are choosing your courses before **Priority Registration Week**. Members of the Academic Advising team will send you reminders about this.
Add/Drop Week is the first week of classes each semester (Fall and Spring), and the first 2 days of each summer term (Summer I and Summer II). If you want to change a course, pick up an **Add/Drop Form** from the Registrar's Office, fill it in, sign it and then go to your *own* adviser who will counter-sign it and collect it from you for filing. In most cases, your adviser will be able to make the changes online. If online registration is not possible, you will need to take the form back to the Registrar's Office, where the changes will be made for you.

If you have to withdraw from a course during the semester, you will also need to see your adviser, because your adviser has to sign a **Course Withdrawal Form**. If you really cannot find your own adviser for a signature, you must contact him/her via email to agree to the course withdrawal and to be directed to whomever can provide a substitute signature. Please note the following two restrictions:

Other Advising related issues

1. There is a deadline after which you cannot withdraw from a course.

2. You are not withdrawn from a course until you have submitted the signed **Course Withdrawal Form** to a member of staff in the Registrar's Office. **Failure to do so will result in you receiving an 'F' grade for that course.**

How do you know if your Adviser is changed?
Should your academic adviser be changed, you will be informed by an email from the Office of Academic Affairs.

How do you find your Adviser?
If you forget where your adviser's office is, email your adviser or one of the Academic Advising team for this information. Office hours are posted on each adviser's office door at both campuses. All you have to do is drop in during those hours. Of course, your adviser may be busy with another student, so you may want to make an appointment either in person or via email to make sure that s/he can see you. If your adviser's office hours clash with a course you are taking, you can email for a special appointment outside office hours.

What if you would like to Change your Adviser?
You can, of course, request to change your adviser. You should complete the **Request to Change Academic Adviser Form** which is available from the Registrar's Office or the Office of Academic Affairs, and return it to Tessa Lovell.

Declaring or Changing a Major and/or a Minor
If you wish to declare or change your major or a minor, please fill in the blue **Major and Minor Declaration and Change Form**, available at the Registrar's Office, and take it to your own adviser for signing. When you have the signature, submit the form to the Registrar's Office or the Office of Academic Affairs, and the changes will be made for you.

Your Academic Degree Planner
The degree planner is a document that charts your progress. It lists the required courses for *your major*, for the Core Curriculum and for the Basic Skills. As you complete a course, you should enter the semester of completion onto the planner. Planners can be downloaded from the website. Please make sure you bring your updated planner each time you meet your adviser to discuss the courses that you wish to take in the next semester. Both you and your adviser need to keep an updated copy of your planner.

An important point to note is that you may decide later on within your career at Richmond to collect a Minor in an area you had not considered seriously at an earlier stage. For this to work you are likely to be asked to fulfil several pre-requisites at the lower division. For example for a Minor in Finance (if your concentration is INB or MKT) you may decide to choose ECN 361: Econometrics as one of the required courses. Many business students are unaware that ECN 361 has MTH 218: Probability and Statistics II as a pre-requisite. So for a Minor in Finance to work it becomes necessary to plan ahead by a few semesters.

Liberal Arts and the Core Curriculum

Richmond is a liberal arts university, which means that you are required to take a certain number of Basic Skills and Core Curriculum courses that are outside your major area of study. These courses are specifically designed to help you develop an understanding of other disciplines so that you are not merely proficient in your own field. As you will realise, this broader understanding of the world may well provide you with a significant advantage when applying for employment positions or for postgraduate study.

Guidelines for Choosing Courses

These are general guidelines for helping you select courses **before** you go to see your adviser to register. Your adviser will carefully check your choices, and either approve them or suggest alternatives. It is therefore usually a good idea, before meeting with your adviser, to write out a list of alternative courses too. Here are some of the main points to consider:

1. Aim to complete your Core Curriculum and Basic Skills courses, especially the Maths and Principles of Writing courses, as soon as possible. Your Maths placement test will indicate which Maths course you should be taking. Please note, if, when you enter Richmond for the first time, you test into ENG 115, the first academic writing and research course, you have four semesters to complete ENG 115 and ENG 215, the second course, or you risk dismissal from the university. If you test into ENG 215 or enter ENG 215 because you have transfer credit for ENG 115, you have two semesters to pass the course, ENG 215, or, again, you risk dismissal from the university.

2. Complete your lower division courses (levels 100 and 200) before moving to upper division courses (levels 300 and 400). For many courses this is necessary because lower division pre-requisite courses have to be completed before key upper division courses can be taken, and because there is a general requirement to complete 45 credits before registering for upper division courses.

3. Aim for a mix of major and Core Curriculum and Basic Skills courses during your first two years of study.

4. Plan ahead by looking for courses that satisfy both the Core Curriculum *and* your major required courses.

5. Note that a normal academic load is five courses per semester and two per summer term. New students are not allowed to take more than five courses in their first semester, so start by selecting five courses but with two or three additional courses as alternatives. If your Grade Point Average (GPA) is 3.4 or higher after one semester at Richmond, you are permitted to take six courses. You will need to pay for the extra credits before registering, and a sixth course may only be added during Add/Drop Week.

6. Make sure you have sufficient transport time (1 ½ hours recommended) between classes, should you be taking courses at both the Richmond and the Kensington campuses in any one semester.

Academic Probation

To ensure satisfactory completion of your studies at Richmond, you must achieve a required level of success in your courses. Here are the main problems to avoid:

1. If at any time after the first semester, a student's GPA falls below 2.00 (i.e., an average grade of C), the student is placed on **Academic Probation** and limited to four courses. The student risks dismissal from the university if, after two semesters, the GPA remains below 2.00.

2. Students who do not achieve 18 credits (usually representing 6 courses) over two consecutive semesters, are placed on **Academic Progress Probation**. Again, if a student does not achieve the required 18 credits after two semesters, the student risks dismissal from the university.

3. Any student registered for only 2 courses is no longer a full-time student. Such a situation may arise if the student receives **Attendance Failure Notices** or drops/withdraws from courses. This may have serious implications for the student visa, University housing and financial aid.

Your Graduation Checklist

When you have achieved approximately 90 credits OR when you have completed Priority Registration for your final semester, you should meet with your adviser to finalize and sign the graduation checklist (the degree planner). For detailed information, please refer to the Graduation Timeline on the University website. The Graduation Checklist is then sent to the Dean of Academic Affairs for official verification. When this has been done, you will receive an email confirming that your graduation requirements will have been met upon completion of the courses indicated on the planner, and you may graduate.

Your Status

FRESHMAN	up to 30 credits
SOPHOMORE	30 - 59 credits
JUNIOR	60 - 89 credits
SENIOR	90 - 120 credits

Graduation Requirements

In order to obtain a Bachelor's degree, a student must:

1. Obtain a minimum of 120 units of credit.

2. Have at least 18 Upper Division courses, of which at least 15 courses must be taken at Richmond.

3. Have a cumulative Grade Point Average (GPA) of 2.0 or higher AND have a cumulative Grade Point Average (GPA) of 2.0 or higher in all courses for the Major.

4. Satisfy all the requirements within a major field of study. See the University Website for a list of all majors offered and their individual course requirements.

5. Satisfy the Basic Skills of the General Education Requirements.

6. Satisfy the Core Curriculum requirements.

Semesters at Richmond
There are two semesters at Richmond: Fall and Spring. There are also two summer terms: Summer I and Summer II which are short, condensed sessions, and some of the rules and regulations presented above may vary to accommodate this.

Finding out More
You should consult the University Catalog and access the University website for more detailed information about Academic Advising.

Again, please do not hesitate to contact your academic adviser or any one of the Academic Advising team if you have questions about or comments on the points covered in this Guide, or any other matter related to Academic Advising.

5.0 PROGRAM ORGANISATION

First Year Seminars

Richmond's First Year Program is designed to facilitate successful student transition to the academic, social and cultural challenges of an international university in a global city. Multidisciplinary First Year Seminars engage students as active learners, encourage reflection on goals and personal development, and develop core academic skills. In addition to the First Year Seminars, faculty, staff, alumni, and peer student leaders provide a range of activities and workshops that promote leadership, foster a growing commitment to Richmond's unique environment and prepare students for their global futures.

All new students are required to take ONE of the following 4 credit courses in their first semester at Richmond. These exciting new seminars are designed especially for new students and are an innovative, important component of the first year program.

The courses are taught by some of Richmond's most experienced faculty who have developed the inventive topics broadly based on their scholarly interests and research activities. The professors are all highly experienced and the classes are aimed to be challenging, interactive and enjoyable.

In addition to the regular three hour a week meeting time for each subject based course, all students will attend special sessions every Wednesday afternoon. These important theme based sessions will introduce students to key topics related to living in global London and the challenges of university life. Students will begin to set up their own electronic Personal Development Plan (PDP) that they will develop throughout their university career – and beyond.

These nine courses satisfy one of Richmond's Core Curriculum Requirements. Students with appropriate transfer credits will be exempted from this course. Once new students have satisfied their tuition payments, students will have the opportunity to select the First Year Seminar of their choice. Enrolment is limited to 25.

There is normally a wide variety of topics available, allowing you to choose one that might be of special interest. The following list is typical of every Fall semester.

FYS 01 THE WIRED WORLD
FYS 02 UTOPIA AND DYSTOPIA
FYS 03 CHANGING STAGES – LANDMARKS IN THEATRE
FYS 04 HOLLYWOOD AND HISTORY: THE PAST THOUGH FILM
FYS 05 CULTURE AND IDENTITY
FYS 06 MYTH, MAGIC AND SCIENCE
FYS 07 HEROES OF ENVIRONMENTALISM
FYS 08 THE PHILOSOPHY OF ETHICS
FYS 09 IN/VISIBLE LONDON
FYS 10 BOND & BEYOND
FYS 11 IN SEARCH OF WEALTH: AN ECONOMIST'S JOURNEY THROUGH TIME

Personal Development Portfolio

The PDP is a practical tool that is designed to help you create, store and organise your learning/development. You will collect items for this portfolio that represent the process of reflection (what you've done, what you can do, what you are doing, what you want to do) and use it throughout your University life and beyond. It should contain not only a collection of the assignments professors set you, but anything else related to your academic, extra-curricular and personal development at Richmond. You will be able to reuse items you put in, make connections for different purposes, share relevant parts with your peers, adviser/professors, prospective employers.

Benefits To Students (on the road to being successful)

Engaging with the PDP process should enable you to:

- Adopt a proactive approach to academic learning and extra-curricular activities
- Improve your awareness of the skills you are developing
- Become more independent and self-reliant
- Capitalise on your leaning in a variety of contexts
- Improve your employment prospects

Your PDP will enable the faculty/your adviser to provide you with more effective academic advising and guidance, and help us give you the support you need.

Getting Started

In your first semester, we will help you set up your electronic (e-) portfolio, but to start, it should contain your timetable, degree planner for your major (if you have already decided on a major), transfer credits (if applicable) and any other things you want to put in.

You should add to this:

1) **"My Time Management Schedule"** (see pages 5-7 in your ***Study Skills Tool Kit*** booklet for guidelines.)

2) Set at least **3 targets** for the semester and reflect on how they may achieved. (This can be in point form – no need to write an extended essay!). This will set you on the correct path for your future career

The Richmond Core Curriculum

The Richmond Core Curriculum is required of all students and combines study in several major branches of knowledge with intercultural courses across the curriculum and progresses to a selection of intercultural courses in the upper division. The total number of courses required is ten, arranged in three levels. The same course may be used to meet a Richmond Core requirement and a major requirement. A writing proficiency component is an important part of most Richmond Core courses. Through Richmond's general education program, students will gain breadth of knowledge as they progress toward a degree. Students will normally be required to meet the University degree requirements that are in effect at the time they enter the University.

Level One (six courses)

Numerical—a mathematics course above MTH 100.

Experimental—a laboratory science course.

Behavioural—a course in the social sciences (excluding SSC 101) or ECN 103.

Expressive—a practical course in studio art, theatre, or creative writing.

Temporal and Spatial—a course in the humanities or social sciences with both a historical perspective and a broad geographic perspective.

First Year Seminar

Level Two (three courses)
Students select one intercultural 200- or 300-level course (from an approved list) from each of three of the following academic areas: Art, Design, and Media; Business Administration and Economics; Communications; Computing, Mathematics, and Science; Humanities; Social Sciences; Theatre (see the university catalog for a list of approved courses that satisfy these requirements). Level Three courses may be substituted for Level Two courses in the same academic area. Students in the honors program may substitute honors core courses for up to two of the three requirements at Level Two.

Level Three (one course)
Students select one course in the upper division from an approved list of intercultural courses, not in the area of their major (see the university catalog for a list of approved courses that satisfy these requirements). The scheduling of prerequisites will ensure that these courses are reached through the students' selection of Level One and Two courses. A list of courses allowed in the Richmond Core follows the Richmond Core Planning Form

Proficiency requirements and basic skills
ENG 115 Principles of Academic Writing
ENG 215 Principles of Academic Research - 4 credits

Information literacy
ENG 215 includes database and internet research skills. Additionally, all students must have gained such awareness of computer capabilities and such practical experience in computer operations as are appropriate to the field of their major. In each of the majors in the curriculum, provision has been made for students to identify and use relevant computer applications.

Mathematics
Students entering Richmond are required to take the mathematics placement test (unless exempted by prior qualification). If the results indicate that a student is not prepared to take higher mathematics courses, he or she must first take MTH 100 Fundamentals of Mathematics.

Students majoring in programmes offered by the Department of Business and Economics are expected to achieve a reasonable level of competency in the use and application of mathematics.

Business Administration students need to complete the following mathematics-based classes: MTH 105: Pre-Calculus; MTH 115: Basic Calculus with Applications; and MTH 212: Quantitative Methods for Business.

Economics students need to complete the following classes: MTH 105: Pre-Calculus; MTH 114: Calculus with Analytical Geometry; MTH 118: Probability and Statistics I; and MTH 218: Probability and Statistics II.

Please note that MTH 118 and MTH 212 are treated as substitute classes and as such only one of them can be completed for academic credit.

Graduation Requirements

In order to graduate with a BA or BS degree, a student must earn a minimum of 120 credits. Usually this means taking five courses (15 credits) per semester for four academic years. Regardless of the number of credits earned, students must satisfy all graduation requirements specified in the catalog and summarized in the Degree Planning Document. Students must also achieve a cumulative GPA and a major GPA of at least 2.0. The major GPA is the GPA for all lower and upper division major requirements, as listed in the section of the catalog on BA and BS degree requirements. In cases where there is a choice of courses that satisfy the major, the higher grade will be used in calculating the GPA.

Upper Division Courses Requirement
In addition to general education and major requirements, students must complete at least 18 upper division courses (normally 54 credits). Of these 18 upper division courses, at least 15 courses (normally 45 credits) must be taken at Richmond; and of these 15 courses, at least 12 courses (normally 36 credits) must be taken in the major.

Students with 75 or more transfer credits
At most 75 transfer credits may be applied towards a Richmond degree, since at least 45 upper division credits must be taken at Richmond.

Students with 75 transfer credits will normally be exempt from the Richmond Core Curriculum requirements except for the Level III course. They must still take ENG 115/215 unless exemption from part or all of the sequence is granted on the basis of transfer credits or the English Placement Test, and they must take any lower division major requirements not covered by transfer credit. For more information on transfer credit policies, please consult the University Catalog.

6.0 THE BUSINESS ADMINISTRATION DEGREE

The educational aims and learning outcomes associated with your Business Administration degree are encapsulated within the following two paragraphs on Mission and Goals.

MISSION

The Business Major aims to provide its students with an education in global business skills that helps them achieve their intellectual potential. It delivers a business education based on an American Liberal Arts tradition within a diverse and culturally rich environment that encourages cultural understanding and flexibility, so that its graduates can operate effectively and efficiently with integrity in a global economy. It aims to achieve and maintain an excellent global reputation within the academic and business community at a global level for its teaching consultancy and research.

GOALS

- To provide a well rounded education, with a solid foundation in liberal arts and business.
- To encourage and support excellence in scholarship, that connects disciplines, builds bridges between teaching and learning, and links theory to practice.
- To develop and maintain a curriculum that challenges students to learn management skills for a global society.
- To prepare students for careers in Business and further graduate studies.
- To build and maintain relationships with the business community for the placement of our graduates and the development of our internship placements

The Department of Business and Economics provides an educational experience that prepares students for careers in the global marketplace. The Department offers its Business Administration degree through three Concentrations in Finance, International Business and Marketing. Each one of these Concentrations emphasises a particular aspect of the world of business. Finance predominantly deals with the financial resourcing and management aspects of an enterprise. International Business focuses on the theory and practice of running a business with a multi-national perspective. The department's Marketing Concentration is tailored to meet the needs of students keen to learn about sales promotion and related aspects of how an enterprise markets its products and services.

Teaching fundamental business principles with an integrated and global perspective is the primary educational purpose of our Business Administration program. Departmental faculty teach fundamental business principles incorporating modules such as economics, accounting, finance, marketing, human resource management and business strategy, in a relevant and integrated way. Students majoring in Business Administration acquire these fundamental skills through the use of information technology and are encouraged to adopt a global perspective. Whether 'concentrating' in Finance, Marketing or International Business, developing leadership and the management skills is an integrating and unifying theme throughout the degree program. Our degree in Business Adminsitration also provides students with a set of analytical, human, social, political and ethical managerial skills, so important in today's cosmopolitan world. As mentioned above, our degree provides students with an opportunity to hone their skills in a variety of areas and prepares them for challenging post-graduation opportunities in a range of different areas.

Subject Specific Skills and Attributes

On successful completion of the department's BA (Hons.) Business Administration with Combined Studies a student will be able to:

1. Use a combination of quantitative and qualitative skills in order to analyse business problems.
2. Demonstrate an ability to synthesise information from a broad range of sources for the purposes of solving business problems.

3. Demonstrate awareness of the different approaches available for evaluating an organisation's marketing and financial opportunities.
4. Demonstrate awareness of how to apply knowledge of business processes to a wide range of business situations.
5. Ability to write business reports purposefully and persuasively.

Additionally, students will carry with them the following transferrable skills:

1. Demonstrate an ability to work productively as a member of a team in a variety of dimensions, specifically including communication and presentation skills.
2. Demonstrate an ability to utilise a variety of learning resources and to compile a literature review.
3. Demonstrate an ability to self-reflect and show sensitivity to the views and opinion of others.
4. Demonstrate relevant skills in the use of information systems and computer applications.
5. Demonstrate an ability to work effectively on an individual basis.
6. Demonstrate an ability to understand communication and information technology effectively in order to make use of business ideas and reports.
7. Demonstrate an ability to analyse a problem and make recommendations and offer solutions on the basis relevant investigations.

The teaching and learning strategy adopted within B.A. (Hons) Business Administration with Combined Studies.

The three concentations within the Business Administration degree encourage a structured approach to student learning by emphasizing both the theoretical and the practical aspects of the material they are exposed to in the various modules covered.

The teaching and learning strategy adopted within the Business Administration degree is based on the understanding that all students will be treated as active learners. Clearly, the precise approach will vary from module to module, depending on the learning outcomes relevant to each class.

The generic components of our teaching and learning strategy normally involve a variety of approaches and include delivering many of the following:

- Regular use of formal lecture sessions in all courses.
- Occasional workshops and seminars in some courses.
- Regular use of individual and/or team-based projects in all courses.
- Regular use of self-directed and directed reading in all courses.

- Peer-tutoring led by advanced students in many courses.
- Use of audio-visual and library resources in some courses.
- Regular use of tutor- and student-led discussion groups via e-learning platforms such as Blackboard in many courses.

The combination of teaching and learning approaches mentioned above develops our students' knowledge, thinking skills and practical skills.

Your knowledge is acquired through

- Structured lectures and supporting materials
- Directed reading and use of internet materials
- Independent research

Your thinking skills are developed through

- Conducting research
- Making presentations and preparing other assessments
- Helping others to learn

Your practical skills are gained through

- Application of theory to practices encountered during internships
- Using information technology to retrieve and manipulate data
- Negotiating by means of team-based projects

THE 3 CONCENTRATIONS: YOUR CHOICES

The Business Administration major has three concentrations, or pathways, in Finance, International Business and in Marketing; these are discussed in the following paragraphs. One notable feature of our programme is that upper division students have the option to sign up for a course outside of their major and have this course count as an upper level elective. This new feature of the degree has been introduced in order to provide you with more flexibility and choice and to enable you to develop your breadth of interest in business-related areas. The list of courses that can be used in this way may be found in the catalogue and include ADM 362, ECN 352, PLT 362, PLT 384, etc.

a) FINANCE

Finance is an exciting and fast-changing field. Because financial institutions are continually inventing new ways to manage and invest funds, they are constantly seeking talented individuals who can help a company grow. Successful financial experts are quantitative, competitive, and articulate. The Finance concentration focuses on concepts, principles and practices that investigate the ways in which risk, return, and value interact in the global business world. To attract investors, the company must create and increase its value. Finance includes the study of corporate financial management, as well as financial institutions and capital markets, and the raising and investing of funds.

Our faculty is committed to developing and teaching the latest in business thinking and practice - the kind of faculty who create a stimulating environment of spirited inquiry and critical thought that generates confidence and creativity in our students. Working together and respecting the talents and opinions of others is central to our educational ethos. Emphasis is placed on group projects and presenting and reporting results as a team.

The degree planners available on the website form an important part of how you and your advisor will monitor your progress through your degree.

The Finance program has developed a student focused group known as the Finance Society. Students interested in this program should contact the department for further information.

What are the Finance concentration's educational aims and learning outcomes?

Our Business Administration with Combined Studies degree aims to provide students with a broad range of knowledge and skills in the key functional areas of business and provide the required focus needed to succeed in the field. Similar to concentrations in International Business and Marketing, the Finance concentration provides a knowledge base and analytical skills for a career in the financial sector.

The module aims to enable students to become familiar with the terminology and techniques of finance and to develop analytical skills and critical understanding of this important subject area. In addition, the concentration provides students with an awareness of the requisite financial tools and the implications of their use, insight into the legal, business and social environments in which the firm operates and enables understanding of the main current technical language and practices of accounting and finance.

The flow chart below provides a suggested route for progressing through the finance concentration. However, please note that the chart assumes that you have arrived at Richmond with no transfer credits. If you have some transfer credits then obviously some adjustments need to be made to what you see in this chart.

YEAR ONE:

Fall **Freshman**

Core requirement (level 1.1 Numerical)
Core requirement (level 1.4 Expressive)
Core requirement (level 1.3 Behavioural)
Core Requirement (level 6 FYS)
Basic skills ENG 115 (Principles of Academic Writing)

Spring **Freshman**

Core requirement (level 1.2 Experimental)
Core requirement (level 1.5 Temporal and Spatial)
Basic skills: ENG 215 (Principles of Academic Research)
MGT 100 (Principles of Management)
Elective

YEAR TWO:

Fall **Sophomore**

MTH 115
ECN 210 (Include in level 2 Core)
ACC 201
Level 2 Core: Elective from approved list
MGT 205

Spring **Sophomore**

MTH 212
ECN 211
Level 2 Core: Elective from approved list
ACC 202
Elective

YEAR THREE:

Fall **Junior**

FNN 301
MGT 301
MKT 301
MGT 304
Level 3 Core Requirement

Spring **Junior**

MGT 308
Concentration elective
Concentration elective
ECN 308
Concentration Core: FNN 302

YEAR FOUR:

Fall **Senior**

Concentration Core: FNN 304
Concentration Core: FNN 306
Concentration elective
Concentration elective
Concentration elective

Spring **Senior**

MGT 401
MGT 403
FNN 408
Possible minor or other electives

Students pursuing the concentration in Finance will study courses enabling them to obtain:

a) a solid grounding in the principles and fundamentals of the discipline;

b) an appreciation of the role finance plays in the context of strategic business management;

c) an understanding of the basic theories of finance and how to address the financial needs of organisations both large and small, using different mechanisms to achieve the efficient sourcing and use of internal and external funds.

d) an ability to relate financial management practice to strategic planning at all levels in the organisation, using both analytic reasoning and formal models for control and decision making purposes;

e) an ability to analyse financial statements and engage in risk analysis in cost and capital budgeting, and investment valuation;

f) an understanding of the global aspects of finance at an international level and how to manage the international treasury needs of the organisation;

g) an ability to use effectively the tools for financial decision making and problem solving;

h) a knowledge of both basic and advanced investment instruments and the capacity to organise and manage investment portfolios;

i) an understanding of how to apply contemporary information technology to financial management and to employ appropriate software to the specific needs of the business organisation in order to achieve efficiency and effective financial analysis and forecasting as part of the strategic planning process.

The programme provides the student with the skills necessary to become an effective member of a financial management team and to be in a position to both plan for and manage the financial resource requirements of the organisation. In addition, the programme provides much of the groundwork for further professional development in the field.

b) INTERNATIONAL BUSINESS

The International Business concentration addresses issues such as setting organizational mission and goals, how to allocate a company's resources, meeting business obligations and fostering social responsibility. It focuses on managing people, diversity in culture, and ways of conducting business in a global marketplace. This concentration prepares students for managerial positions in international profit and non-profit organizations. Courses cover human and organizational behaviour in the workplace, global financial markets, global marketing, entrepreneurship, social responsibility, and multinational management strategy

Our faculty in International Business are well-practised academics and consultants. This enables them to bring a wealth of both practical and theoretical experiences into the classroom.

The degree planners form an important part of how you and your advisor will monitor your progress through your degree.

What are the International Business concentration's educational aims and learning outcomes?

Our Business Administration with Combined Studies degree aims to provide students with a broad range of knowledge and skills in the key functional areas of business and provide the required focus needed to succeed in the field. Similar to concentrations in Finance and Marketing, the International Business concentration enables our students to respond to the unprecedented demand for workers with knowledge and skills required to lead international organizations in the private, state and not for profit sectors.

Changes in national and regional comparative and competitive advantage, the integration of markets and globalisation and government policies are becoming increasingly important for successful business. Thus the aim of this concentration is to provide an understanding of the strategies pursued by firms and the factors underlying their competitiveness in an international context. Students will explore the nature and scope of international strategies and operations, the implications of increasing economic integration in Europe and consider the importance of national and international policies on multinational enterprises for business strategies.

The flow chart below provides a suggested route for progressing through the finternational business concentration. However, please note that the chart assumes that you have arrived at Richmond with no transfer credits. . If you have some transfer credits then obviously some adjustments need to be made to what you see in this chart.

YEAR ONE:

Fall **Freshman**

Core requirement (level 1.1 Numerical)
Core requirement (level 1.4 Expressive)
Core requirement (level 1.3 Behavioural)
Core Requirement (level 6 FYS)
Basic skills ENG 115 (Principles of Academic Writing)

Spring **Freshman**

Core requirement (level 1.2 Experimental)
Core requirement (level 1.5 Temporal and Spatial)
Basic skills: ENG 215 (Principles of Academic Research)
MGT 100 (Principles of Management)
Elective

YEAR TWO:

Fall **Sophomore**

MTH 115
ECN 210 (Include in level 2 Core)
ACC 201
Level 2 Core: Elective from approved list
MGT 205

Spring **Sophomore**

MTH 212
ECN 211
Level 2 Core: Elective from approved list
ACC 202
Elective

YEAR THREE:

Fall **Junior**

FNN 301
MGT 301
MKT 301
MGT 304
Level 3 Core Requirement

Spring **Junior**

MGT 308
INB Concentration elective
INB Concentration elective
ECN 308
INB 304

YEAR FOUR:

Fall **Senior**

INB 302
INB 402
INB Concentration elective
INB Concentration elective
INB Concentration elective

Spring **Senior**

MGT 401
MGT 403
Minor electives
Minor electives

Students pursuing the concentration in International Business will study courses enabling them to obtain:

a) an understanding of international business theory and the origins and development of international trade;

b) a knowledge of the different international/regional trading blocs and their *modus operandi*, and how this affects the firm in the international environment;

c) an ability to integrate the functional areas of business at an international level and understand the management requirements of the international firm;

d) a knowledge of legal and documentation requirements of the firm in the international context;

e) an ability to plan business strategies for global business activity using simulation and contemporary information technology resources where appropriate;

f) an awareness of the methods involved in risk analysis, specifically political risk analysis in order that firms may anticipate and plan for changes in the political and economic environments in which they operate;

g) an understanding of the key financial institutions governing the conduct of international business, and a knowledge of the international financial management requirements of the international firm;

h) a knowledge of the different growth and expansion strategies open to the firm in the international context such as exporting, joint venturing, licensing, franchising, foreign direct investment , mergers and acquisitions, and an ability to plan effectively for the implementation of such strategies;

i) an awareness of the cultural difficulties encountered by the firm in international business activity and an ability to deal with such issues in an empathetic fashion;

Irrespective of organisation size the principles and practices of management at the international level are very similar and the International Business programme is designed to prepare students for the challenges the global economy presents. Students will have the skills necessary to operate as effective team members in helping develop organisational strategies for growth and expansion in the international business environment.

c) MARKETING

The Marketing concentration within the Business Administration degree prepares students to understand that the long-term success of an organisation depends on its ability to offer value in its products and services and empowers students with a strategic framework for organizational marketing decisions. Fundamental to the development of valuable exchanges are the abilities to match market opportunities to an organisation’s goals and capabilities; to understand and analyze consumer needs; and to design cost-effective delivery of value to the customer in a changing and competitve environment.

The department’s marketing faculty bring a wealth of real world experiences to the class room and marry that up with relevant and up to date academic expertise.

The degree planners form an important part of how you and your advisor monitor your progress through your degree.

What are the Marketing conentration’s educational aims and learning outcomes

Our Business Administration with Combined Studies degree aims to provide students with a broad range of knowledge and skills in the key functional areas of business and provide the required focus needed to succeed in the field. Similar to concentrations in Finance and International Business, the Marketing concentration enables our students to respond to the unprecedented demand for workers with knowledge and skills required to lead innovative organizations, from family run businesses to global corporations. Students acquire a solid foundation in the fundamentals of marketing with information technology and a global perspective as the integrating and unifying theme throughout the course of their studies.

Students will explore the marketing process, the marketing concept and customer focused processes. Students will examine marketing tools and understand their importance to the firm. These tools include including market research, competitor analysis and the consumer analysis. The concentration develops an appreciation of the relationship between the marketing mix, the changing business environment and the overall corporate strategy.The marketing concentration enables students to perform creatively, ethically and effectively in their future career.

The flow chart below provides a suggested route for progressing through the marketing concentration. However, please note that the chart assumes that you have arrived at Richmond with no transfer credits. If you have some transfer credits then obviously some adjustments need to be made to what you see in this chart.

The flow chart below is a typical progression through the BA (Hons.) Business Administration: Marketing with Combined Studies:

YEAR ONE:

Fall **Freshman**

Core requirement (level 1.1 Numerical)
Core requirement (level 1.4 Expressive)
Core requirement (level 1.3 Behavioural)
Core Requirement (level 6 FYS)
Basic skills ENG 115 (Principles of Academic Writing)

Spring **Freshman**

Core requirement (level 1.2 Experimental)
Core requirement (level 1.5 Temporal and Spatial)
Basic skills: ENG 215. (Principles of Academic Research)
MGT 100 (Principles of Management)
Elective

YEAR TWO:

Fall **Sophomore**

MTH 115
ECN 210 (Include in level 2 Core)
ACC 201
Level 2 Core: Elective from approved list
MGT 205

Spring Sophomore

MTH 212
ECN 211
Level 2 Core: Elective from approved list
ACC 202
Elective

YEAR THREE:

Fall **Junior**

FNN 301
MGT 301
MKT 301
MGT 304
Level 3 Core Requirement

Spring **Junior**

MGT 308
ECN 308
Concentration Core: MKT 304
MKT Concentration Elective
MKT Concentration Elective

YEAR FOUR:

Fall **Senior**

Concentration Core: MKT 302
Concentration Core: MKT 306
MKT Concentration elective
MKT Concentration elective
MKT Concentration Core: MKT 404

Spring **Senior**

MGT 401
MGT 403
Minor Electives
Minor Electives

Students pursuing the concentration in Marketing will study courses enabling them to obtain:

a) an understanding of the strategic role of marketing in business operations and the theories relating to the development of the discipline over the past thirty or more years;

b) an understanding of the many facets of marketing and an ability to apply such knowledge to the effective development of marketing plans;

c) an awareness of the major influences on buyer behaviour and an ability to comprehend such behaviour using primary and secondary research as predictors in constructing marketing plans;

d) an ability to analyse, interpret and present data from all aspects of marketing research activity;

e) an ability to design, cost and implement advertising, public relations, and sales promotion campaigns and to project the likely success rates of such campaigns;

f) an awareness of the systems and controls necessary for the effective management of a sales team whether in consumer goods, industrial goods, or services marketing;

g) an awareness of the principles and practices of physical distribution, channel management and retailing in the context of efficiency, JIT and conventional inventory systems, and the implications of current practice in these areas on multi-level marketing activity.

h) an awareness of the significant cultural and business environment differences between markets and an ability to engage in environmental scanning for market entry purposes;

i) an awareness of how to undertake international marketing activity on behalf of the firm and to translate domestic strategies into contextualised, adapted, or standardised form for the host country market;

The Marketing concentration is designed to give students the means to demonstrate significant knowledge of the function from both theoretical and applied perspectives. Apart from providing the groundwork for further professional development, the concentration prepares students for a wide variety of positions in the marketing field be it in sales, product management, market research, advertising, or in the international context.

How often are courses in the Business Administration area offered?

All our courses are offered at least once per academic year and several are offered a number of times. The table below provides you with the details for this.

COURSE PLANNING CYCLE				
Code	Course Title	Fall	Spring	Summer
		Sections	Sections	Sections
ACC 201	Financial Accounting	1	2	1
ACC 202	Managerial Accounting	2	1	1
ECN 210	Introduction to Microeconomics *	2	2	Not offered
ECN 211	Introduction to Macroeconomics *	2	2	1
ECN 308	Managerial Economics *	1	2	Not offered
ECN 352	Economics of Transition *	1	Not offered	Not offered
FNN 301	Corporate Finance	2	2	Not offered
FNN 302	Principles of Investment	1	Not offered	Not offered
FNN 304	Money and Banking	1	1	Not offered
FNN 306	Financial Statement Analysis	Not offered	1	Not offered
FNN 308	Financial Institutions and Markets	1	Not offered	Not offered
FNN 402	International Finance	1	1	Not offered
FNN 404	The Global Investor	1	1	Not offered
FNN 406	Derivatives	1	Not offered	Not offered
FNN 408	Quantitative Models in Finance	Not offered	1	Not offered
INB 302	Foreign Trade Policy	1	1	Not offered
INB 304	Country Risk Analysis	1	1	Not offered
INB 306	European Business Environment	1	1	Not offered
INB 402	Managing the Multinational Corporation	1	1	Not offered
MGT 205	Computer Applications in Management	2	2	Not offered
MGT 220[1]	Research & Writing for Management	1	-	-
MGT 301	Organizational Behaviour	1	2	Not offered
MGT 308	Ethics	2	1	Not offered
MGT 304	Research Methods	-	2	1
MGT 305	Information Systems in Management	2	1	1
MGT 307	Operations Management	1	2	Not offered
MGT 358	Human Resource Management	-	1	Not offered
MGT 401	Leadership (Senior management seminar)	2	1	Not offered
MGT 403	Competition & Strategy	1	2	Not offered
MKT 301	Principles of Marketing	2	2	1
MKT 302	Consumer Behaviour	Not offered	1	Not offered
MKT 304	Marketing Research	1	Not offered	Not offered

[1] Offered for the last time in Fall 2009.

MKT 306	Advertising Management	1	Not offered	Not offered
MKT 308	Internet Marketing	1	1	Not offered
MKT 310	Developing & Managing Sales	1	Not offered	Not offered
MKT 312	Distribution & Retailing Management	1	Not offered	Not offered
MKT 402	Global Marketing Management	Not offered	1	Not offered
MKT 404	Marketing Planning & Strategy	1	Not offered	Not offered

For additional ECN courses see the Economics Student Handbook, the University catalogue or the University website.

EXAMPLE OF A TYPICAL SYLLABUS

Syllabi

At the first meeting of each class you will be given a syllabus. The syllabus for each course will include a description, course aims and objectives, learning outcomes, teaching methods, written work requirements, attendance policy and participation, assessment, plagiarism policy and reading list.

The following example is from a current Course Outline for the department's MKT 301: Principles of Marketing class forming a part of our core degree requirements.

<><><><><><><><><><><><><><><><>

RICHMOND
THE AMERICAN INTERNATIONAL
UNIVERSITY
IN LONDON

Department of Business & Economics

COURSE:	**MKT 301 A/B Principles of Marketing**
SEMESTER:	**Autumn 2009**
INSTRUCTOR:	**Bruce Sheppy**
CLASS LOCATION:	**MKT301A: Briggs 212**
	MKT301B: Lecture Hall , 17 Young Street
CLASS MEETING TIME:	**MKT 301A 15h00 – 16h20 Tuesday / Thursday**
	MKT 301B 10h30 - 11h50 Monday/Wednesday
OFFICE:	**Room 2.14, 17 Young Street, Kensington**
OFFICE HOURS:	**Monday – Thursday 14h00 – 15h00**
EMAIL:	**sheppyb@richmond.ac.uk**
BLACKBOARD:	**Remote log in – http://blackboard.richmond.ac.uk**

This course outline should be read in conjunction with the University Catalogue, Student Handbook, as well as the University's website found at http://www.richmond.ac.uk

Course Description

The module introduces students to the principles and operations of marketing. Course work includes an in-depth analysis of the strategic role marketing plays in contemporary business from new product development, marketing research and target marketing to consumer behavior analysis, advertising and promotion and personal selling activities. Each variable of the marketing mix will be covered in detail and the macro and micro business environment will be assessed for their impact on marketing planning. Lectures, discussion topics, case studies, videos and practical exercises are used to cover the course material.

Course Aims and Objectives

The aims of the module are to provide an understanding of the fundamental concepts and practices of marketing and the basic skills required to manage these functions. It develops an appreciation of the contribution marketing can make to organisational success and the way in which this may be enhanced and evaluated.

Learning Outcomes

By the end of the course the student will be able:

1. Explain the underlying philosophical assumptions of marketing and be able to show how they contribute to the achievement of company objectives and the concept of customer value
   Threshold pass: compare and contrast the business orientations of firms in the context of the company, its customers and its competition.
2. Discuss the impact and relevance of the marketing environment to organisational decision making and the buying process
   Threshold pass: describe and apply a macro-environment analysis framework and compare and contrast business and consumer decision processes.
3. Explain the concepts of segmentation, targeting and product positioning and the variables used to segment consumer and organisational markets
   Threshold pass: explain the criteria for defining market segments and the competitive nature of markets as a basis for target marketing.
4. Identify and evaluate the range of information sources and research approaches available and be able to identify the appropriate research solution(s)
   Threshold pass: Explain the different types of marketing research available and the stages in the marketing research process
5. Explain the interrelationships between the different elements of the marketing mix and their development in different organisational contexts
   Threshold pass: Explain the extended marketing mix and the application to products and services.

Teaching Methods

Teaching will be a combination of lectures, seminar discussions and workshops, using case studies and drawing on students' own experiences where appropriate. Lectures will be designed to cover the fundamental issues and build upon the recommended book chapters from the reading list and additional prescribed readings. Students will be advised to supplement lecture notes by reading the relevant indicative reading(s). The lectures will be participative in nature and will encourage commentary, application to real life scenarios/experiences and questioning to help develop deep learning and understanding, in addition to transferable skills.

Seminars will support and enhance student learning through the exploration and application of their understanding of marketing in considering marketing scenarios; the gathering of information useful to a marketing led organisation and in presenting information in a coherent and concise manner. Seminar sessions will require both individual and team participation and students will be encouraged to come prepared to participate in class.

Attendance Policy

A demonstrably regulated attendance policy is required both by UK immigration law and by our accreditation bodies. Instructors will record attendance on official registers, once the class list has been finalized after Add/Drop week (see the relevant page of the catalogue). Attendance is also of key pedagogical importance. Successful progress towards a degree depends on the full cooperation of both students and faculty members. Most courses at Richmond utilize lectures and classroom discussions, which means that regular attendance and active participation in classes are essential parts of the educational process.

No excuse for absence will exempt a student from the completion of all required work in a course. The student is responsible for requesting assistance from faculty members for making up any missed work. As this class meets twice per week students may not have more than four absences. Students should consult the University Catalogue for more detailed information on the Attendance Policy.

Assessment Method Statement

Your work on this course will be assessed through a variety of ways. We shall use both formative and summative approaches. With formative approaches you will receive feedback which does not contribute to the calculation of your final grade. This feedback is intended to help you improve your overall approach to your learning and enable you to achieve better results. With summative approaches the feedback you receive will be woven into the process that makes up your final grade. The formative assessment approaches we shall use include general class discussion with respect to current developments that may be newsworthy and impact on the course material. So, for example, during class time, your views on real live issues will be solicited and then commented upon. Online discussion forums will be available on Blackboard. Feedback on postings to the forums will form part of the formative assessment.

The summative assessment approaches we shall use include class discussion, syndicate presentations regarding very specific matters to do with the readings and any set assignments.

In addition to this there will be group presentations, a written group project / presentation and the final exam as outlined below:

Evaluation	Weighting	Likely Assessment
Seminar presentations / portfolio	15%	Weekly
Mid term (closed book) test	25%	Week 7 seminar
Group Project	20%	Week 14
Final examination (closed book)	40%	To be advised

All quizzes and exams are cumulative in terms of their content and their contribution to the calculation of your final grade. The written essay/project will involve you in one or two pieces of investigative reading and reporting.

<u>Special policies and written examinations:</u>

You are required to have the course text book while attending all classes and read the appropriate chapters as indicated in the syllabus.

You are also required to prepare case-studies prior each seminar as indicated in the course outline. This means read the case carefully, conducting a critical analysis and prepare for the questions and answers on the case. A supplementary file of articles and case studies relevant to the course will be provided to students. An article and a case study will be discussed each week in your syndicates during the seminar sessions. Weekly seminars will commence with a short 15 minute presentation by each syndicate group. Each syndicate is expected to maintain a portfolio of answers to the weekly case study which should be handed in at the end of semester for assessment. The weekly presentation will be based on that week's article and syndicates are expected to research real life company examples to support the theory reflected in the article.

Mid-term and final written examinations are closed book exams. All exams dates are categorical and failure to attend a written exam will result in an "F" grade.

The group / syndicate project will provide students with an opportunity to apply their business and marketing skills in a real world setting. The project requires the group to research the marketing plan for a consumer product of its choice (that has been on the market for at least one year). There are two components for this assignment: an oral PowerPoint presentation and a written marketing report. The written paper should be approximately 15 pages long (excluding the Table of contents, Bibliography and Appendices). All papers should also be appropriately organized with a title page, table of contents, headers and subheads, footnotes, etc. While the content of the paper will determine the bulk of the grade for the written portion of the project, points will be deducted for lack of organization and spelling/grammar errors. In addition, the report should not look or read like several different people wrote it. Groups are responsible for editing the final paper so that it reads smoothly.

<u>Outline and format to follow for the marketing report:</u>

i. Table of Contents

ii. Executive Summary (1-2 sentence synopsis of every section, from iii. through vi. below)
1-2 pages

iii. Market Description

1. **Market overview** and trends (support with data/statistics as much as possible)
   Product/service offering review marketed by the client organisation
2. **S.W.O.T. analysis** (worksheet to be included in appendix; highlights to be discussed in body of report in paragraph format)
3. **Primary/secondary market research** results (2 to 3 pages, worksheet in appendix, highlights to be discussed in body of report in paragraph format)
   Competitors analysis (1 to 2 pages using headings and subheadings)

iv. Marketing objectives (half page: state the key objectives to achieve in the first & second year)
v. Marketing strategy

1. Target market profile/s
2. Positioning

vi. Marketing Mix

3. Product strategy
4. Pricing strategy
5. Distribution: strategy (market coverage, channels structure(s), channel diagram (appendix). includes the Internet if it is used for direct sales.
6. Marketing Communication strategy (promotion, PR, advertising, newspaper, magazine, on-line, etc.)
7. Marketing Research (the specific features and core benefits that the target market segments value most as a result of feedback from surveys, focus groups, customers attitudes toward competing brands, brand awareness research, customer satisfaction)

vii. Action Programs (a detailed action planning for the first six months including all the marketing mix activities)

viii. Budget (first year sales projections and a worksheet including the costs of the marketing mix)

ix. Recommendations
* Choose only one strategic alternative and explain why it is being recommended for your product/service.

x. Appendices (tables, charts, etc., labelled "A", "B", "C")

xi. Footnotes/Endnotes (approx. 30-50 references for a paper this length)

xii. Bibliography: the bibliography for a paper this length should include at least 10 different sources (primary-personal interviews; secondary-library or on-line business periodicals).

<u>Survey Guidelines:</u>

Students should conduct basic primary research as a basis for the report. A guideline for the survey is a follows:

Introduction: students must provide a brief introduction at the top of their survey that explains to respondents why the survey has been undertaken and what is hoped to be gained by the organization. Please make it clear to respondents that you are conducting this survey for a class assignment. In addition, confidentiality of responses should be noted.

Question type: students must use at least four of the following types of questions: open-ended, closed ended, multiple choice and scaled response. And, at least one of the survey questions must be open-ended.

Question wording: must be clear, you should avoid biasing respondent with questions like, "Do you shop at lower class stores like H & M?" Avoid embarrassing or sensitive questions like, "How many times per week do you shave?" Instead you can ask sensitive questions using the third person..."How many times per week do you think most people shave?" Alternatively, you can state that the behaviour is not unusual prior to asking the sensitive question..."Millions of people suffer from compulsive shopping; do you or any members of your family suffer from this problem?"

Question Difficulty and Order: with regard to level of difficulty, the first few questions should be easy to answer to show the respondent that the survey is simple. The next grouping of questions should relate to the research objectives and will require slightly more effort. More difficult or involved questions should follow, when the respondent can see that just a few questions are left. The first questions should be classification and demographic type.

What do the letter grades mean?

A 4.0	The candidate has demonstrated that s/he has mastery over the skills and knowledge set out for the course of study. S/he is proficient in at least 75% of his/her coursework. S/he has the ability to apply meaningfully the skills and knowledge to problems, and related issues, as these relate to a wide range of settings. In addition the candidate has demonstrated that s/he has an excellent grasp of the skills and knowledge set out for the course of study. S/he has the ability to apply his/her skills to a wide range of issues. S/he ought to be able to critically evaluate issues.
A – 3.7	The candidate has demonstrated his/her ability to grasp complex material. S/he can analyze independently and has a very good ability at applying his/her knowledge and skills to well-defined problem sets. S/he is proficient in about 70-74% of his/her coursework.
B + 3.3	The candidate has demonstrated his/her ability to grasp material well beyond the reach of the average candidate. S/he can articulate a case very well and has good problem-solving skills for well-defined problem sets. S/he is capable of independent work. S/he is proficient in about 66-69% of his/her coursework.
B 3.0	The candidate has reached a good overall standard. His/her skills and knowledge set permit him/her to conduct an adequate analysis of many difficult problems within her/his field of study. S/he has demonstrated his/her potential for some independent work. S/he is proficient in about 63-65% of his/her coursework.
B – 2.7	The candidate displays some ability to do good work. Only with some direction and supervision is it possible for him/her to make a good contribution to his/her field. His/her skills and knowledge set are just adequate to allow him/her to do some independent work in her field. S/he is proficient in about 60-62% of her coursework.
C + 2.3	The candidate's skills and knowledge set are sufficient to allow him/her the opportunity of performing work in his/her field which meets minimum acceptable standards. Ability to perform independent work is limited. S/he is proficient in about 56-59% of her coursework.
C 2.0	The candidate's skills and knowledge set are only sufficient to permit work in his/her field. His/her ability to perform independent work is very limited. S/he is proficient in about 53-55% of his/her coursework.
C – 1.7	The candidate's skills and knowledge set are barely sufficient to permit work of average quality in his/her field. Ability to perform independent work is very limited. S/he is proficient in about 50-52% of his/her coursework.
D + 1.3	Whilst quite weak the candidate has demonstrated potential to do work of only average quality. No basis for working independently at a good level. On average, s/he is proficient in about 46-49% of his/her coursework.
D 1.0	The candidate is too weak to make a meaningful contribution other than under the closest of supervision. Problem-solving skills are not well developed at all. S/he has demonstrated proficiency in about 43-45% of his/her coursework.
D – 0.7	Really indistinguishable from a failing grade. The candidate has showed just a trace of a relevant skill set thought of as minimum requirements for the field of study. S/he has demonstrated proficiency in about 40-42% of his/her coursework.
F 0.0	The candidate has failed to reach minimum passing standards. His/her demonstrated proficiency in his/her field is less than 40% of his/her coursework.

Academic Dishonesty

Academic dishonesty is any action by which a student seeks to claim credit for the intellectual or artistic work of another person or uses unauthorized materials or fabricated information in any academic exercise.

Academic dishonesty includes receiving or giving assistance in tests and examinations; intentionally impeding or damaging the academic work of others; submitting another person's work as your own, or providing work for this purpose; submitting work of your own that has been substantially edited and revised by another person, or providing an editing service for others; submitting material from a source (books, articles, internet sites) without proper citation and bibliographic reference; paraphrasing material from a source without appropriate reference and citation; submitting substantially the same piece of work in more than one course without the explicit consent of all of the instructors concerned; assisting other students in any of the above acts.

Students who are academically dishonest will receive a failing grade on the work in question or a failing grade for the course as a whole, depending on the importance of the work to the overall course grade and the judgment of the instructor.

Text and Required Materials

Compulsory text: Jobber, D. and Fahy, J. (2006) Foundations of Marketing, McGraw-Hill, Europe

Recommended reading:

1. Disha Mahajan, Navneeta Agarwaland and Anand Agarwal (2008) 'Evolution of Marketing Segmentation' Journal of Marketing Management, Vol. VII, No. 2, 2008
2. Duke, C.R. (1994), "Matching appropriate pricing strategy with markets and objectives", Journal of Product and Brand Management, 3 (2), 15-27
3. Gronroos, C., (1997), "From marketing mix to relationship marketing – toward a paradigm shift in marketing", Management Decision, 35 (4), 322-339.
4. Hatch, M.J and Schultz, M. (2003), "Bringing the corporation into corporate branding", European Journal of Marketing, 37 (7/8), 1041-1064.
5. Keller, K.L. (2001), "Mastering the marketing communication mix: micro and macro perspectives on integrated marketing communication programs", Journal of Marketing Management, 17 (7/8), 819-847.
6. Kitchen, P.J., Schultz, D.E., Kim, I., Han, D. and Li, T. (2004), "Will agencies ever "get" (or understand) IMC?" European Journal of Marketing, 38 (11/12), 1417- 1436
7. Theodore Levitt, (1960) Marketing Myopia: Harvard Business Review
8. Vargo, S.L. and Lusch, R.F. (2004), "Evolving to a new dominant logic for Marketing", Journal of Marketing, 68 (January), 1-17Vargo, S.L. and Lusch, R.F. (2004), "Evolving to a new dominant logic for Marketing", Journal of Marketing, 68 (January), 1-17.
9. Weiss, M. Lurie, N. and Macinnis, D. J. (2008) Listening to Strangers: Whose Responses Are Valuable, How Valuable Are They, and Why? Journal of Marketing Research Vol. XLV (August 2008), 425–436
10. Wilson D.F. (2000) 'Why divide consumer and organizational buyer behaviour?'European Journal of Marketing, Volume 34, Number 7, pp. 780-796(17)
11. Zadek, S. (2004) 'Path to Corporate Responsibility' Harvard Business Review

Assistance

The University Writing Centre is available to all students who need help with academic writing. Venues and times are posted towards the end of the first week of the semester. The Term Paper Assistance service is operated by the library staff. If you need help with research and/or accessing information, book either 15 or 30 minutes with a librarian. There is also an electronic service that can be accessed by emailing reference@richmond.ac.uk.

If you need to see me to discuss any aspect of the course and/or your progress through it, you can email me or leave a voicemail message and I will get back to you to arrange a meeting. Alternatively, please see me during office hours.

COURSE SCHEDULE

WEEK 1

Lecture: The Nature of Marketing

1. the development of marketing and the marketing concept
2. the nature of customer satisfaction and value
3. the scope of marketing
4. the relationship between adopting a marketing philosophy and business performance
5. the role and importance of marketing planning

Seminar:

1. Overview of course
2. Approach to case study analysis
3. Formation of syndicate groups
4. Video case study: McDonalds In India

Reading:

1. Chapter One and Two: Jobber and Fahy
2. Theodore Levitt, (1960) Marketing Myopia: Harvard Business Review

WEEK 2

Lecture: The Global Business Environment

1. what is meant by the term 'marketing environment'
2. the distinction between the microenvironment and the macro environment
3. the impact of economic, social, political and legal, physical, and technological forces on marketing decisions
4. the growing importance of social responsibility and ethical marketing practices
5. how companies respond to environmental change

Seminar: Case study: Proctor and Gamble's Indian Adventure

Reading:

1. Chapter Three Jobber and Fahy
2. Zadek, S. (2004) 'Path to Corporate Responsibility' Harvard Business Review

WEEK 3

Lecture: Customer Behaviour

1. the dimensions of customer behaviour, who buys, how they buy and the choice criteria used
2. the differences between consumer and organizational buyer behaviour
3. the main influences on consumer behaviour—the buying situation, personal and external influences
4. the main influences on organizational buying behaviour— the buy class, product type and purchase importance
5. the marketing implications of the various dimensions of consumer behaviour

Seminar: Case study: Marketing software - Qumas

Reading:

1. Chapter Four: Jobber and Fahy
2. Wilson D.F. (2000) 'Why divide consumer and organizational buyer behaviour?'European Journal of Marketing, Volume 34, Number 7, pp. 780-796(17)

WEEK 4

Lecture: Marketing Research & Information Systems

1. the importance of marketing research
2. the different types of marketing research available
3. the approaches to conducting research
4. the stages in the marketing research process
5. the nature and purpose of marketing information systems

Seminar: Case Study Marketing Research AIDS in Africa: a little achieves the unimaginable

Reading:

1. Chapter Five Jobber and Fahy
2. Weiss, M. Lurie, N. and Macinnis, D. J. (2008)Listening to Strangers: Whose Responses Are Valuable, How Valuable Are They, and Why? Journal of Marketing Research Vol. XLV (August 2008), 425–436

WEEK 5

Lecture: Fundamentals of Marketing Management

1. the process of market segmentation and why it is important
2. the methods used to segment both consumer and organizational markets
3. the criteria for effective segmentation
4. the process of market targeting and the four target market strategies—undifferentiated, differentiated, focused and customized marketing
5. the concept of positioning and the keys to successful positioning

Seminar: Case Study: Repositioning Skoda

Reading:

1. Chapter Six Jobber and Fahy
2. Disha Mahajan, Navneeta Agarwaland and Anand Agarwal (2008) 'Evolution of Marketing Segmentation' Journal of Marketing Management, Vol. VII, No. 2, 2008

WEEK 6

Lecture: Product & Brand Management

1. the differences between products and brands
2. the key aspects of building and managing a successful brand
3. how to manage a diverse product or brand portfolio
4. the importance of innovation and the new product development process
5. some of the ethical issues related to product management

Seminar: Case study: "FCUK - there go our customers" – Troubles ahead for retailer French Connection?

Reading

1. Chapter Seven Jobber and Fahy
2. Hatch, M.J and Schultz, M. (2003), "Bringing the corporation into corporate branding", European Journal of Marketing, 37 (7/8), 1041-1064.

WEEK 7

Lecture: Services Marketing Management

1. the nature and special characteristics of services
2. the differences between products and services
3. the composition of the services marketing mix
4. the key issues in managing services enterprises
5. the special importance of relationship marketing in services businesses

Seminar: Mid term Exam

Reading:

1. Chapter Eight Jobber and Fahy
2. Gronroos, C., (1997), "From marketing mix to relationship marketing – toward a paradigm shift in marketing", Management Decision, 35 (4), 322-339

WEEK 8: MID TERM BREAK

WEEK 9:

Lecture: Pricing Decisions

1. the three basic approaches to setting prices
2. the importance of adopting an integrated approach to price setting
3. the key factors that influence price setting decisions
4. some of the ethical issues involved in pricing
5. the major issues involved in managing pricing decisions over time

Seminar: Case Study: Ryanair - the low fares airline

Reading:

1. Chapter Nine Jobber and Fahy
2. Duke, C.R. (1994), "Matching appropriate pricing strategy with markets and objectives", Journal of Product and Brand Management, 3 (2), 15-27

WEEK 10

Lecture: Integrated Marketing Communications Part I: Mass Communication Techniques

1. the concept of integrated marketing communications
2. the key characteristics of the seven major promotional tools
3. how to develop an integrated communications campaign—target audience analysis, objective setting, budgeting, message and media decisions, and campaign evaluation
4. the nature and importance of advertising in the promotional mix
5. the role of sales promotion, public relations/publicity and sponsorship in the promotional mix

Seminar: Case Study: The Dasani Debacle: Coca Cola's failed attempt to crack the tap water (oops sorry!!!), bottled water market

Reading

1. Chapter Ten Jobber and Fahy
2. Keller, K.L. (2001), "Mastering the marketing communication mix: micro and macro perspectives on integrated marketing communication programs", Journal of Marketing Management, 17 (7/8), 819-847.

WEEK 11

Lecture: Integrated Marketing Communications Part II: Direct Communications Techniques

1. the importance of database management as the foundation for direct marketing activities
2. the reasons for the growth in customer relationship management (CRM)
3. the meaning of direct marketing and how to manage a direct marketing campaign
4. the role of personal selling in the promotional mix, and the key issues involved in selling and sales management

Seminar: Case study: Amazon

Reading

1. Chapter Eleven Jobber and Fahy
2. Kitchen, P.J., Schultz, D.E., Kim, I., Han, D. and Li, T. (2004), "Will agencies ever "get" (or understand) IMC?" European Journal of Marketing, 38 (11/12), 1417- 1436

WEEK 12

Lecture: Distribution Management

1. the different types of distribution channel for consumer goods, industrial products and services
2. the three components of channel strategy—channel selection, intensity and integration
3. the five key channel management issues—member selection, motivation, training, evaluation and conflict management
4. the key retailing management decisions
5. the components of a physical distribution system— customer service, order processing, inventory control, warehousing, transportation and materials handling
6. the ethical issues involved in distribution

Seminar: Case Study Online Music Industry

Reading

1. Chapter Twelve Jobber and Fahy
2. Vargo, S.L. and Lusch, R.F. (2004), "Evolving to a new dominant logic for Marketing", Journal of Marketing, 68 (January), 1-17

WEEK 13

Lecture: Marketing Planning & Strategy

1. the role of marketing planning within businesses
2. the process of marketing planning
3. the rewards and problems associated with marketing planning
4. the roles of industry analysis and internal analysis in planning and strategy
5. the different competitive strategies, and the sources of competitive advantage

Seminar: Case Study Swissair - what went wrong?

WEEK 14
Project presentations and revision

<><><><><><><><><><><><><><><><><><><><>

How your work is assessed

Assessment is by examination, practical projects, work portfolios, book reviews, essays, dissertations, and other forms of written work; oral presentations and participation in group and sub-group work; and individual and group projects.

The department relies upon both formative and summative forms of assessment. Your instructors will use formative assessment essentially to provide you with feedback on work you have done that does not necessarily contribute to your overall grade. Summative assessment, on the other hand, is used for the purpose of helping both you and your instructor to see how your overall grade has been arrived at.

The weight given to final exams is typically within the 25-50% range, whereas mid-terms, when offered, tend to range anywhere between 15% and 30%.

In order to 'pass' a B.A. (Hons) Business Administration degree students require (amongst other requirements) a cumulative GPA across the entire 120-credit degree of 2.0. This is a 'C' average. The following criteria falls below this threshold and therefore constitutes a fail:

- Work which has been done without proper understanding of the requirements
- Work which is too short, or long and unedited
- Work which lacks structure
- Work which relies on superficial, subjective statements
- Work which uses incorrect or confused infromation
- Work which fails to make proper use of named references and quotations
- Non-submission of work
- Work which is late after one extension has been given
- Work which is illegible
- Work which, while competent, is either:
    a. Irrelevant (i.e. does not address the requirements of the assignment)
    b. Uses unattributed material (plagiarism)

There are three 'pass' grades (and 7 sub-categories of 'pass' grade). The following general criteria are used to distinguish between these grades:

Grade A
2 sub-categories are A (outstanding) and A- (superior)

- Work demonstrating advanced analytical and integrative commend of the material and issues
- Work which demonstrates very wide reading and extensive knowledge of relevant theory and recent research
- Work which is very well structured, putting forward cogent arguments which are well supported by carefully evaluated evidence

Grade B
3 sub-categories are B+ (excellent), B (very good work) and B- (good quality work)

- Work developing a questioning and analytical approach
- Work going beyond the basic erquired reading, to study and discuss recommended texts and articles
- Work indicating an increasing ability to appreciate an extensive body of knowledge and to conceptualize the key theories, issues, debates and criticisms
- Work demonstrating the skills to present a balanced and comprehensive discussion
- Work completed with a thoroughness aimed to get the most learning out of the exercise

Grade C
2 sub-categories are C+ (above average) and C (average); the sub-category of C- represents below average work

- Work which is basically competent but undeveloped
- Work which fulfills the requirements of the assignment at a foundation level, involving:
    a. Adequate coverage of the essential information specified
    b. The skill to present the material coherently
- Work which selects relevant named references and quotations

Grade D
2 Sub-categories are D+ and D

- Below satisfactory work

Grade F

- Fail

The Richmond/OUVS quality assurance process

Richmond's various degree programmes are validated by the Open University's Validation Services (OUVS). This arrangement has been in place for several years and, amongst other functions, serves to ensure that each set of the wide variety of assessment instruments in place across the various modules and programmes has been moderated both internally and externally.

Whilst each academic area has developed its own particular approach to the management of this process, all share the same broad objectives of achieving transparency and accountability in setting learning objectives for students and assessing how they achieve those goals and objectives. The Department of Business and Economics has developed a series of multi-layered and very detailed processes in order to address these objectives for students pursuing majors offered by it. The following provides an illustration of some aspects of how these processes function and involve both internal and external scrutiny.

1. Faculty set exams and assignments for their students. All final exams are reviewed internally by subject specialists (we call these colleagues Subject Leaders) other than the primary faculty member setting the exam who check for the clarity, consistency and level of the exam set.

2. The Subject Leaders provide feedback to the primary faculty information about their exams and, if needed, ask them to make corrections and/or amendments to their papers.

3. Once there is agreement on the shape and structure of the final exams these are sent out to our external experts (we call these our External Examiners) who we appoint with consultation with our validators, the OUVS. This process affects all of our 300 and 400 level courses.

4. The external examiners comment on the exams and after reaching agreement with them the exams are adopted for each one of our courses.

5. Once the exams have taken place the faculty offering the course assess student performance on the exams.

6. Faculty members then combine the results for final exams with other assessed components of each course and arrive at a final grade for each student.

7. Subject leaders review final exam grades, plus grades awarded for other major pieces of work completed by each student and make recommendations as to whether the grades remain, or whether they need altering in some way. The recommendation to alter any grade may be the result of one of several possible occurrences:

a) A successful student appeal against an awarded grade
b) The coming to light of a marginal grade during the internal moderation process, prompting a review of the graded assessment instruments used.
c) Recommendation for change of a grade reviewed originally as either an A or an F.

8. The result of all these deliberations is then shared with our External Examiners who also comment on what has been decided internally.

9. For students who are in their final semester faculty perform some additional tasks. These involve conducting a detailed review of the performance of each student's work in order to decide upon the classification of their degree. This is completed on the basis of each student's OU GPA. The OU GPA is computed on the basis of a student's best 15 upper division courses, ensuring that a minimum of 12 of these are from the major area. The alpha-numeric grades (4.0 for an A, 3.7 for an A-, 3.3 for a B+, etc) are multiplied by the credit

weight for each class whose grade has been included for the said calculation. The total value for these 15 classes is then divided by the total credit count (normally 45 for 15 three-credit courses). The result of this division provides the student with his/her degree classification according to the following OU GPA's: 3.70 and above represents a 1st Class degree; 3.30 to 3.69 represents an Upper Second; 3.00 to 3.29 achieves a Lower Second; and 2.70 to 2.99 earns the student a Third. A score between 2.00 and 2.69 earns the student a Pass degree.

10. Each graduating student's performance is then reviewed at both an Internal and an External Exam Board meeting in order to agree allocated classifications and decide whether it is necessary to recommend any classification uplifts. Decisions about uplifts in particular are informed by faculty knowledge of each student's particular strengths and weaknesses as well as judgements faculty can bring to the discussion about individual performance in exiting classes. As well as discussions about academic performance, faculty also consider the presence of any extenuating circumstances faced by a student when recommending any uplifts in marginal cases.

Student feedback sessions

Meetings are held every semester at which students are invited to offer their perspectives on how their learning environment has, or has not, helped them with their objectives. These sessions are conducted informally but any major concerns raised will be followed up and taken seriously.

7.0 INTERNSHIP PROGRAM

Employers place ever increasing importance on work experience through internships, when considering applications for employment. Combined with a strong "personal development portfolio" they can provide you with a great advantage when seeking employment. We would strongly encourage you to participate in the program. Take time to visit the internship office and plan your internship as early as possible in your academic career.

What is an internship?

An internship is an unpaid, full-time work-learning placement for which you will be awarded academic credit. You may take an internship for 3 credits, for a duration of eleven weeks in any of the three semesters. It is a challenging but rewarding course to take; a test of your character, the skills you have acquired in your studies, and of your suitability for your intended line of work. In an increasingly competitive graduate careers market, practical experience is an invaluable addition to classroom learning. The Internship Programme provides exposure to the demands of specific jobs and allows you to learn from professionals in your field. You will be able to relate classroom situations to the workplace, make contacts which may prove valuable to your future employment prospects, and gain confidence in your capabilities, creativity and communication skills.

Who is eligible for the Internship Programme?

The Internship Programme is open to Junior and Senior degree students of any discipline with a minimum of 75 credits. Your GPA must be greater than 2.75 (or 3.00 for Finance placements) at the time of application, and you must have the prior approval of your Advisor. See Past Placements by Major

How does it work?

Having developed the format and content of your CV, we contact several suitable organisations and ask them to indicate if they are interested in considering you for internship. If so, you will be required to attend an interview with the organisation before they make a final decision as to whether or not to offer you a placement. Please see our list of Recent Internships (PDF) for an idea of the organisations we have links with. It is a competitive process, not only with your fellow Richmond students, but also with the students of other universities. For this reason we cannot guarantee an internship with specific organisations.

The academic component:

As well as the work-learning placement, you must write an internship report, complete a learning journal and make a presentation on your internship to a panel of advisors and fellow students. The assessment of your academic work is combined with an assessment from your workplace supervisor to make an overall grade between A and F.

8.0 ACADEMIC YEAR

Fall Semester 2009

Move–in Day for New Residential Students	Tuesday September 1
Orientation (check–in from 9:00 A.M.)	Wednesday September 2 – Sunday September 6
Registration	Thursday September 3 – Friday September 4
Residences open for continuing students	Saturday September 5
First day of classes	Monday September 7
Add/drop period	Monday September 7 – Friday September 11
Priority registration for spring and summer 2010 *(registration after this week will incur a late fee)*	Monday October 12 – Friday October 16
Fall break	Monday October 26 – Friday October 30
Last day to withdraw from a course	Monday November 30
Last day of classes	Friday December 11
Study days	Saturday December 12 – Sunday December 13
Examinations	Monday December 14 – Friday December 18
Residences close	Saturday December 19

Spring Semester 2010

Move–in Day for New Residential Students	Tuesday January 12
Orientation (check–in from 9:00 A.M.)	Wednesday January 13 – Sunday January 17

Registration	Thursday January 14 – Friday January 15
Residences open for continuing students	Saturday January 16
First day of classes	Monday January 18
Add/drop period	Monday January 18 – Friday January 22
Priority registration for fall and summer 2010 *(registration after this week will incur a late fee)*	Monday February 22 – Friday February 26
Spring break	Monday March 8 – Friday March 12
Easter break	Friday April 2 – Monday April 5
Last day to withdraw from a course	Monday April 12
Last day of classes	Tuesday April 27
Study days	Wednesday April 28
Examinations	Thursday April 29 – Friday April 30
Study days	Saturday May 1 – Monday May 3
Examinations	Tuesday May 4 – Thursday May 6
Residences close for non–graduating students	Friday May 7
Commencement	Thursday May 13
Residences close for graduating seniors	Saturday May 15

Summer Sessions 2010

First Five-Week Session

Residences open (check-in from 9:00 A.M.)	Sunday May 16
Orientation and registration	Monday May 17
First day of classes	Tuesday May 18
Bank Holiday	Monday May 31
Last day of classes	Thursday June 17
Examinations	Friday June 18
Residences close	Saturday June 21

Second Five-Week Session

Residences open (check-in from 9:00 A.M.)	Sunday June 20
Orientation and registration	Monday June 21
First day of classes	Tuesday June 22
Last day of classes	Wednesday July 21
Examinations	Thursday July 22
Residences close	Friday July 23

9.0 UNIVERSITY PERSONNEL

President, Dr Ian Newbould, newbouldi@richmond.ac.uk, tel: 0208 332 8286
Assistant, Cathie Troy, troyc@richmond.ac.uk, tel: 020 8332 8286
Provost, Professor Robert Leppard, repparr@richmond.ac.uk, tel: 020 8332 8286

Assistant, Annie Herring, herrina@richmond.ac.uk, tel: 0208 332 8286

Academic
Vice President for Academic Affairs/Registrar, Dr. M. Clare Loughlin-Chow, loughlic@richmond.ac.uk 0208 332 8219
Chair of Department of Business and Economics, Professor Parviz Dabir-Alai, dabirp@richmond.ac.uk, tel: 020 7368 8605
Senior Administrative Assistant: Jacqueline Ryan – ryanj@richmond.ac.uk, tel: 0207 368 8601
Chair of Department of Arts & Sciences - Professor Mary Robert, robertm@richmond.ac.uk, tel: 0208 332 8234
Senior Administrative Assistant: Helen Pether petherh@richmond.ac.uk, tel: 0208 332 8313
Chair of Department of Humanities and Social Sciences, Professor Alex Seago, seagoa@richmond.ac.uk, tel: 0208 332 8257
Senior Administrative Assistant, tbc

Domestic
Domestic Bursar, Cheryl Goodyear – goodyec@richmond.ac.uk, tel: 0208 332 8269

Facilities
Director of Property Services, John McEllistrim – mcellisj@richmond.ac.uk, tel: 0208 332 8271

Finance
Vice President for Finance and Administration, William Scott – scottw@richmond.ac.uk, tel: 0208 332 8223

Human Resources
Director of Human Resources, Jane Crichton – crichtj@richmond.ac.uk, tel: 0208 332 8238

IT
IT Operations Manager, Ade Akanji - akanjia@richmond.ac.uk, tel: 0207 368 8617
MIS Technical Manager, Jane Silverleaf – silverj@richmond.ac.uk, tel 0208 332 8280

Security
Security Manager, Geoff Piper – piperg@richmond.ac.uk, tel: 0208 332 8230

Student Affairs
Associate Dean of Student Affairs Kensington, Maggie Antoniak, antonim@richmond.ac.uk, tel: 0207 368 8431
Associate Dean of Student Affairs, Richmond Hill – Allison Cole-Stutz, colesta@richmond.ac.uk, tel: 0208 332 8208

Study Abroad
Director of Study Abroad, Dominic Alessio (from July 2007) – alessia@richmond.ac.uk, tel 0207 368 8413

10. DEPARTMENT OF STUDENT AFFAIRS

The Department of Student Affairs is dedicated to the overall quality of student life at Richmond for all undergraduate and graduate students. Managed by the Vice President for Student Affairs and Dean of Enrolment, the department supports teaching and learning by facilitating student academic, personal, and professional growth; by preparing students for leadership in a global, diverse, and changing society; and by cultivating a caring and supportive campus environment. Further, the main goal of the Department of Student Affairs is to assist students in maximizing their educational experience. It provides:

- resources—available to answer questions and direct students to assistance, both on and off campus.
- advocates—ready to listen and work on behalf of student needs and interests.
- student enthusiasts—working to make campus life at

Richmond is exciting and rewarding. Although the responsibility for fostering the development of Richmond students is the priority of the entire academic community, the Department of Student Affairs provides many opportunities for integrating the intellectual, physical, social, and moral development of students.

Library Services

Richmond has a library on both campuses and while each supports the courses taught at that campus, students have access to, and are welcome to use, either library. The University libraries contain over 80,000 volumes, including videos, DVDs and other multimedia items. The Library also subscribes to some 280 periodical titles, along with some national and international newspapers, and provides access to over 23,500 online periodical titles. A full list of the journal resources along with subject guides to the Internet, help with research, and details of library services can be found on the library's website at **http://www.richmond.ac.uk/resources/library/index.asp** While the University library has a lot to offer in support of the courses taught, students are also able to make use of the document delivery service from the British Library (at no cost to the student). In addition, students are encouraged to visit the many specialized libraries within the London area, and library staff can assist in gaining access to these.

Richmond librarians readily assist all students in the development of research skills and in the effective use of information resources. An Information Literacy and Research Methods course is taught to all students as part of ENG 215, and library staff offer classes at the upper division to all Research and Writing Methods students. In addition, students can receive individual, tailored help on a one-to-one basis, through the online reference service, or through the Term Paper Assistance program. Library Services.

11. ACADEMIC AFFAIRS

Office of Academic Affairs

The Office of Academic Affairs is dedicated to helping students achieve their academic goals within the established academic policies and procedures of the University. The three main responsibilities of this office are:

- administering the academic advising program;
- maintaining the registration and student records systems; and
- monitoring student academic standing and compliance with academic policies.

The Office of Academic Affairs endeavours to ensure that students follow their degree program, register for required courses in the degree, and fulfil their graduation requirements in time for their expected graduation date. Nevertheless, students have the responsibility to be aware of their degree requirements and to monitor their own progress through their degree program.

Academic Policies

Academic Standards Committee

The Academic Standards Committee, chaired by the Director of Academic Advising, considers and acts upon cases of academic dishonesty, rules on student petitions for exceptions to academic policy, and monitors the academic standing of students.

Academic Honesty

Academic honesty is fundamental to the integrity of the University community. Students who are academically dishonest will receive a failing grade on the work in question or a failing grade for the course as a whole, depending on the importance of the work to the overall course grade and the judgment of the instructor. When academic dishonesty is the cause of a failing grade for a course, the student may not subsequently withdraw from the course; however, the normal policy for repeating a course applies. (This policy replaces the F on the transcript by NC (F), indicating that the failure is no longer calculated in the student's GPA.) A second confirmed case of academic dishonesty will normally result in dismissal from the University.

Academic dishonesty is defined as:

Any action by which a student seeks to claim credit for the intellectual or artistic work of another person or uses unauthorized materials or fabricated information in any academic exercise.

Academic dishonesty includes:

- receiving or giving assistance in tests and examinations;
- intentionally impeding or damaging the academic work of others;
- submitting another person's work as your own, or providing work for this purpose;
- submitting work of your own that has been substantially edited and revised by another person, or providing an editing service for others;
- submitting material from a source (books, articles, internet sites) without proper citation and bibliographic reference;

- paraphrasing material from a source without appropriate reference and citation;
- submitting substantially the same piece of work in more than one course without the explicit consent of all of the instructors concerned;
- assisting other students in any of the above acts.

The University's Academic Honesty Policy is spelled out in detail in the university catalog and on the website:
http://www.richmond.ac.uk/content/academic-affairs/academic-policies-non-compliance-and-exceptions.aspx

Blackboard
Most courses require papers to be submitted through Safe Assignment, a plagiarism detection system by Blackboard.

Attendance Policy
Successful progress towards a degree depends on the full cooperation of both students and faculty members. Most courses at Richmond utilize lectures and classroom discussions, which means that regular attendance and active participation in classes are essential parts of the educational process. No excuse for absence will exempt a student from the completion of all required work in a course. The student is responsible for requesting assistance from faculty members for making up missed work.

Lower Division
Attendance is required in all courses. In any lower division course, students who accumulate more than the permitted number of absences, regardless of the reason, will receive an attendance failure (grade of F) unless they withdraw from the course.

> In courses which meet twice per week, students may not have more than four absences.
>
> In courses that meet once per week, students may not have more than two absences.
>
> In summer sessions, due to the intensive nature of the classes, students may not have more than two absences.
>
> Students in the Foundations Program who miss more than three classes may be administratively withdrawn from all three courses in the Program.

Upper Division
Attendance in classes is required in the upper division. The course syllabus for each upper division course will indicate clearly the attendance policy for that course (i.e., the number of absences allowed before the student receives an attendance failure). Faculty members may not apply an attendance policy that is more stringent than the lower division attendance policy.
Note: During the first week of classes, if a student misses both sessions of a course that meets twice per week or the one session of a course that meets once per week, the instructor has the right to ask the Registrar to drop the student from the course.

Academic Probation and Dismissal

If at the end of any semester a full-time degree student attains a cumulative grade point average (GPA) of less than 2.0, the student will be informed of this by the Academic Standards Committee and placed on academic probation. Students are limited to at most four courses per semester while on academic probation. If the GPA is still below 2.0 at the end of the next semester of attendance, the student may be dismissed from the University, or may be allowed to continue on academic probation provided significant academic improvement has been made. Failure to raise the GPA to at least 2.0 by the end of a second semester on academic probation will normally result in dismissal from the University.

Further information regarding Academic Policies and Academic Standing are outlined in the University Catalog.

12.0 STUDENT COMPLAINTS PROCEDURES

Introduction

It is a policy of the University to resolve as quickly and fairly as possible any grievance students may have about a programme of study for which they are registered; a service provided by the University; their treatment by any student, staff or faculty member of the University.

The purpose of the complaints procedure is to provide an opportunity for the student to resolve any such problem.

Definition of a complaint

We define a complaint as 'an expression of dissatisfaction concerning the provision of a program of study or related academic or administrative service, when the complainant has drawn his or her concern to the attention of the University and is not satisfied with the response'. This definition does not include complaints that are covered by the following separate University procedures:

Academic Honesty
http://www.richmond.ac.uk/content/academic-affairs/academic-policies-non-compliance-and-exceptions.aspx

Student Conduct Code
www.richmond.ac.uk/cms/pdfs/Handbook_student_conduct.pdf

Grade Appeals
http://www.richmond.ac.uk/downloads/catalog0506/Academic-Affairs.pdf

Classification of Degree

http://www.richmond.ac.uk/content/academic-affairs/open-university-validation.aspx

Dismissal from the University
http://www.richmond.ac.uk/content/academic-affairs/academic-policies-non-compliance-and-exceptions.aspx

Outline of Process

Please note that Richmond operates both an Informal Procedure and Formal Procedure for dealing with Student Complaints.

If a student has a dispute with a staff or faculty member or feels that s/he is being treated unfairly by the University, s/he is strongly encouraged to appeal using the informal process by speaking directly to the person in question. If the student does not feel comfortable doing this, s/he may still pursue the informal process by seeking out the Department Chair for complaints dealing with academic matters or the Associate Dean of Student Affairs at the Kensington or Richmond Hill campuses for complaints dealing with non academic matters.

If, at the end of the informal process, the student is still dissatisfied, s/he may appeal using the formal procedures outlined below by addressing the formal complaint in writing in the first instance to the appropriate Associate Dean of Student Affairs at the relevant campus.

In addition, all Student Affairs staff are trained in conflict resolution as the Office of Student Affairs is generally the first point of contact for student questions and concerns.

The Informal Procedure

A student who is dissatisfied with any aspect of the University experience, outside of academic assessment, is encouraged to raise the cause of that dissatisfaction with the staff member most directly concerned. The staff member will listen carefully to the complaint, collect facts, and make informal notes as required.

If the staff member has immediate responsibility then he or she will take reasonable and prompt action to try to resolve the complaint. A student may expect a response within 10 working days to the informal raising of the complaint.

During this initial informal period, a student may consult for advice and/or informal mediation with the Student Affairs Office.

If the complaint is not satisfactorily resolved by informal discussion with the person concerned, a student should approach the Chair of the Department or the person in charge of the service area in person or in writing. This is still the informal part of the procedures. A prompt written response should be expected.

Short notes will be kept by the staff member for monitoring and reporting purposes and to ensure that remedial action is carried through.

If the complaint is still not satisfactorily resolved then the student should resort to the formal procedures.

If the complaint is against the Chair of Department or Director of Service then the student should proceed directly to the formal part of the procedures.

The majority of complaints should be capable of resolution at this stage.

The Formal Procedure

Students should only resort to the formal procedure:

- when informal resolution has been sought and has failed;
- when the complaint is against the Head of Department or Director of Service.

The formal complaint should be addressed in writing to the Associate Dean of Student Affairs at the relevant campus. The Associate Dean of Student Affairs will acknowledge receipt within five working days and refers the complaint either to the Dean of Academic Affairs or the Head of Student Affairs depending on the nature of the complaint.

The letter of complaint under should include:

- complainant's contact details and student number;
- the reasons why the previous actions to date have been unsatisfactory;
- a full description of the specific failings of the University in the delivery of the service concerned;
- the desired outcome sought by the complainant.

Should the complaint be about the Dean of Academic Affairs or the Head of Student Services him/herself, then the student should forward the complaint to the President requesting that another senior manager be appointed to deal with the complaint.

Following investigation, a full response should normally be expected within 20 working days from the receipt of the complaint letter. Any recommended remedies will be implemented by the department concerned as soon as possible, and written confirmation of action taken will be sent to the Head of Student Affairs.

If at the end of the process the student is still unhappy with the University actions, s/he may appeal to the Provost or her designated representative, whose decision in the matter will be final.

Rights and Responsibilities

The University will:

- Deal with all complaints within the time limits set out in these notes

- Make sure that we deal with all the points you raise, and that our replies explain the outcomes clearly
- Handle your complaint confidentially and only give people the information that is needed to carry out a proper investigation and make a full response
- Keep records of complaints separate from other records
- Make sure that no complaint you have made in good faith will be used to your disadvantage in the future
- Always be polite

If you are making a complaint, you should follow the procedures as outlined in this document and confine your communications to the parties mentioned.

- Give full details of your complaint and your suggested resolution
- Deal sensitively with issues that involve other students or staff, and not name them unless it is necessary
- Ensure that you follow the process outlined in this document and that you confine your communications to the officers/individuals listed in this document.
- Always be polite – abusive or inflammatory language is not acceptable neither is the widespread dissemination of any complaint.

Flow Chart

INFORMAL PROCESS

SPEAK DIRECTLY TO THE PERSON ABOUT WHOM THE COMPLAINT IS BEING MADE

OR

↓

DEPARTMENT CHAIR FOR ACADEMIC MATTERS
OR
ASSOCIATE DEAN OF STUDENT AFFAIRS FOR NON ACADEMIC MATTERS

↓

EXPECT PROMPT WRITTEN RESPONSE

FORMAL PROCESS

ADDRESS WRITTEN COMPLAINT TO ASSOCIATE DEAN OF STUDENT AFFAIRS AT RICHMOND HILL OR KENSINGTON CAMPUSES AS APPROPRIATE

↓

ASSOCIATE DEAN OF STUDENT AFFAIRS ACKNOWLEDGES RECEIPT (WITHIN 5 DAYS OF RECEIPT) AND REFERS MATTER TO DEAN OF ACADEMIC AFFAIRS OR HEAD OF STUDENT AFFAIRS AS APPROPRIATE

↓

FULL RESPONSE SHOULD BE RECEIVED WITHIN 20 WORKING DAYS OF RECEIPT OF COMPLAINT

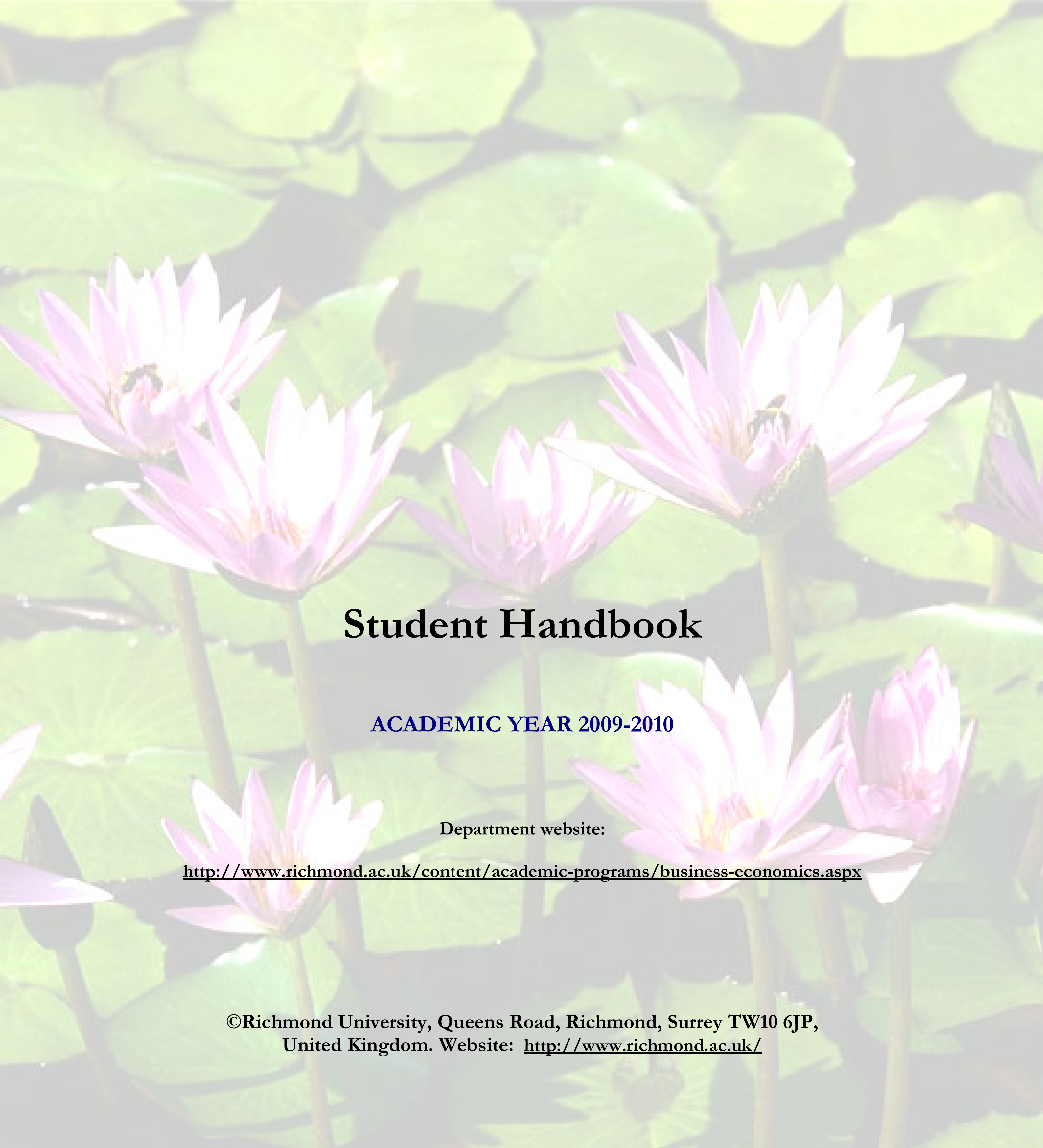
↓

APPEAL MAY BE MADE TO THE PROVOST OR DESIGNATED REPRESENTATIVE, WHOSE DECISION IS FINAL

Richmond's Mission

Richmond educates a multi-cultural student body in the American liberal arts tradition, and provides its students with the intellectual and personal skills that will enable them to exercise influence and succeed in an increasingly interdependent and evolving world. The University prepares to graduate students who possess a world perspective and awareness that includes an understanding of cultural distinctions. An internationally minded faculty encourages the ability to communicate effectively so that graduates are well positioned to assume leadership responsibilities in careers in which issues with global implications are addressed.

Sir Cyril Taylor Library, Richmond Hill Campus



Student Handbook

ACADEMIC YEAR 2009-2010

Department website:

http://www.richmond.ac.uk/content/academic-programs/business-economics.aspx

©Richmond University, Queens Road, Richmond, Surrey TW10 6JP,
United Kingdom. Website: http://www.richmond.ac.uk/