



London School of Commerce

Programme Information

For the

University of Suffolk

**Bachelor of Arts (Honours) Business
Studies with Foundation Year¹**

2020 - 2021

Foundation in Business and BA in Business Studies

Programme Overview

Year 1 - Foundation in Business – Level 3

Module title	Credits	Module type
Context of Business	20	Mandatory
Study Skills for Higher Education	20	Mandatory
Introduction to Information Technology	20	Mandatory
Business Communication	20	Mandatory
Numeracy and Data Analysis	20	Mandatory
Integrated Professional Skills in the Digital Age	20	Mandatory

Year 2-4 – Bachelors in Business Studies – Level 4 - 6

Module title	Credits	Module type
Contemporary Business Environment	20	Mandatory
Business Decision Making	20	Mandatory
Marketing Management	20	Mandatory
Personal and Professional Development	20	Mandatory
Organisational Theory and Practice	20	Mandatory
Business Law and Ethics	20	Mandatory
Human Resource Management	20	Mandatory
Accounting for Business	20	Mandatory
Digital Business	20	Mandatory
International Business	20	Mandatory
Research Methodologies	20	Mandatory
Entrepreneurship	20	Mandatory
Global Strategic Management	20	Mandatory

Module title	Credits	Module type
Building A Sustainable Organisation	20	Mandatory
Case Study Analysis	20	Mandatory
Contemporary Management Issues in the 21 st Century	20	Mandatory
Dissertation (Double Unit)	Optional	Optional
Business Project (Double Unit)	Optional	Optional

Course Rationale and Philosophy

Course aims - Business Foundation

The principle aims of the **Business Foundation** programme are to:-

- Provide a bridging and foundation learning experience which introduces students to the requirements of UK higher education
- Provide a study skills and English language foundation level programme which prepares and facilitates entry to the undergraduate BA (Hons) Business Studies programme
- Provides a guaranteed entry route to the BA (Hons) Business Studies programme for those students who successfully complete the programme.

Course aims – BA in Business Studies

The principle aims of the BA (Hons) Business Studies programme and the programme are to:

- Develop a critical awareness and understanding of the main functional areas of business studies and business administration and the associated management processes within a variety of institutional and organisational contexts.
- Provide a broad and coherent programme of integrated study of the subjects which contribute to the business and management discipline which enables students to develop an understanding of contemporary business theory and practices in a variety of organisational contexts and sectors of activity.
- Enable graduates to develop the necessary range of generic (transferable), cognitive, intellectual, personal and interpersonal skills required for effective undergraduate study and future vocational needs.
- Enable and support graduates to develop their applied and intellectual skills and knowledge to make an effective contribution to an organisation as a junior manager or business professional upon graduation.
- Develop in students a critical appreciation, comprehension and understanding of the manager, leader, and business professional and the roles which they undertake in the modern business world.
- Establish the foundation for future career development, personal development planning and continuing professional development for each learner.
- Provide students with the analytical and evaluative skills commensurate with degree level higher education. That is, to develop students' cognitive, intellectual, and imaginative powers,

their understanding and judgment; their problem-solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their study of business in a broader perspective.

The principal objectives of the programme are to enable students to achieve the above aims through developing their:

- understanding of how they learn and their ability to reflect on that learning and formulate new ideas,
- knowledge of, and ability to use, appropriate information systems,
- skills in numeracy, literacy and communication to enable them to understand and use finance and accounting processes and to operate effectively and efficiently in an appropriate range of business activity areas,
- ability to undertake original research and to critically analyse the data and information gathered,
- ability to contribute to the implementation of new ideas and strategies for the benefit of organisations, written and oral communication skills,
- for speakers of English as another language to enhance their academic English language skills

Learning Outcomes

In this section we list what you can expect to gain from studying on this two stage course – the Foundation in Business, progressing to the BA in Business Studies, awarded by the University of Suffolk.

Course Learning Outcomes

Business Foundation – Year 1 – Level 3

The expectations are presented in terms of *learning outcomes*, i.e. statements defining areas of knowledge and specific abilities or skills you will be able to demonstrate on completion of the course. The following statements define what students graduating from the Business Foundation course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 3 awards .

On successful completion of the Business Foundation Programme, students will have achieved the following outcomes:-

(A).Knowledge Understanding and Skills: Students completing the programme will be able to:

A1	Operational contexts: – Operate in predictable and defined contexts that require the use of given techniques and information sources in forming conclusions.
A2	Autonomy and responsibility for action: - Undertake responsibility for their actions in initiating and completing tasks and procedures under direction and/or supervision and within defined contexts.
A3	Knowledge and Understanding:- Understand the defined areas of the knowledge base and the contexts and demonstrate an awareness of current areas of debate in the particular field and its context.

(B) Cognitive Skills: Students completing the programme will be able to:

B1	Conceptualisation and critical thinking:- Relate principles and contexts to the underlying frameworks, theories and approaches to the subjects studied
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B2	Problem solving, Research and Enquiry:- carry out defined investigative approaches and communicate results effectively in a given format
B3	Synthesis: - Collect and order information to be able to inform a choice of solutions to problems in identifiable contexts
B4	Analysis and evaluation:- Analyse a range of information and evidence using pre-defined principles, frameworks or criteria

(C) Key Skills- Practical/Professional Skills: Students completing the programme will be able to:

C1	Adaptation and contexts:- Be able to undertake a given and defined task and/or role
C2	Performance;- Undertake a given level of performance in carrying out a task or a skill set which may be complex
C3	Team and organisational approach:- Adapts behaviour to meet the required tasks and obligations to learning requirements and context
C4	Ethics and approach:- possesses and awareness of ethical issues in the carrying out of a task in defined contexts

(D) Transferable Skills: Students completing the programme will be able to:

D1	Personal evaluation and development:- Is able to consider and assess own capabilities and engages with guided and specified development activity
D2	Interpersonal and communication skills:- uses these to clarify tasks and information and communicates outcomes in specified and defined contexts

Course Learning Outcomes – BA in Business Studies Levels 4 - 6

The following statements define what students graduating from the BA in Business Studies course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 4/5/6 awards as set out by the UK Quality Assurance Agency (QAA)².

The following are the intended generic Programme Learning Outcomes:-

Generic Programme Outcomes

The following sections provide a set of generic programme outcomes covering Cognitive, Practical and Transferable Skills that apply to all programmes. Knowledge and Understanding outcomes are listed separately within the individual programme specifications.

This subject benchmark statement is for general business and management honours degree programmes only. The purpose of business and management programmes may be characterised in a number of areas of focus including the following:-

- study of business and organisations, their management and the changing external environment in which these are contextualized and in which they operate
- preparation for and development of a career in business and management
- enhancement of lifelong learning skills and personal development to contribute to society at large and to the discipline and subjects within the discipline.

² As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

Knowledge and understanding

There is an expectation that degree programmes covered by this subject benchmark statement should provide a broad, analytical and highly integrated study of business and management. Students should be able to demonstrate relevant knowledge and understanding of organisations, the external environment in which they operate and how they are managed. This core aim is augmented by the context of globalisation and the application of generic benchmark concepts to the specific challenges and contexts of international business.

There is an emphasis upon understanding and responding to change and the consideration of the future of organisations and the external environment in which they operate. The interrelationships among and the interconnectedness between these areas are very important within the overall student learning experience, and should be demonstrated in the capabilities of successful students from all modes of delivery.

Organisations - this encompasses the internal aspects, functions and processes of organisations including their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence upon the external environment.

External environment - this encompasses a wide range of factors, including economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour, management and sustainability of organisations.

Management and business contexts - this encompasses the various processes, procedures and practices for effective management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external environment. Within the framework of these three main areas, it is expected that students will also be able to demonstrate knowledge and understanding in the following areas:

- international markets - the development and operation of markets for resources, goods and services
- global customer orientation - customer expectations based on cultural differences, service and orientation
- international finance - global money markets, world financial centers, global use and transfer of finance; the use of accounting and other information systems for transnational managerial applications
- people across boundaries - the management and development of people within transnational corporations
- international operations - the management of resources and operations across global multi site organisations
- global information systems - the development, management and exploitation of information systems and their impact on international organisations
- communication and internet technology - the comprehension and use of relevant communication and internet technologies for application in business and management
- global business policy and strategy - the development of appropriate international, national and local policies and strategies within a changing environment, to meet stakeholder interests
- pervasive issues - sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management

Skills

Business and management degrees are strongly related to practice and therefore there should be a strong link between the development of skills and employability of graduates. Students should be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Students should also be able to demonstrate relevant personal and interpersonal skills. These include (not in any particular priority order):

- cognitive skills of critical thinking, analysis and synthesis. This includes the capability to identify assumptions evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and to generalise appropriately
- effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations
- effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports
- numeracy and quantitative skills including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena
- effective use of communication and information technology for business applications
- effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise
- effective performance, within a team environment, including leadership, team building, influencing and project management skills
- interpersonal skills of effective listening, negotiating, persuasion and presentation
- ability to conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with and an evaluative approach to a range of business data, sources of information and appropriate methodologies, and for such to inform the overall learning process
- self reflection and criticality including self awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues. Also, the skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning.

Generic outcomes for the Certificate of Higher Education include seeking to develop the students' ability to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- undertake further training and develop new skills within a structured and managed environment;
- Develop their abilities, and qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Generic outcomes for the Diploma of Higher Education include seeking to develop the students' ability to demonstrate:-

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;

- knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study; an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

On successful completion of the *BA (Hons) Business Studies* programme students will have achieved the following outcomes:-

(A) Knowledge Understanding and Skills: Students completing the programme will be able to:

A1	Demonstrate a critical comprehension and evaluative understanding of the main issues, theories and methodologies that are central to business and business management in organisations;
A2	Demonstrate a critical awareness, comprehension, and analytic understanding of the main functional areas of business studies, business administration and business management processes within a variety of institutional and organisational contexts.
A3	Evaluate the role of the professional business manager and the professional and ethical considerations associated with this role and its contexts
A4	Critically analyse and evaluate organisational and strategic management processes within the context of the prevailing internal and external environment
A5	Demonstrate a critical, analytic and evaluative application of theory to management practice and within the context of professional business practices
A6	Demonstrate a critical awareness and utilisation of research and applied research in the evolution of business studies and management practices

(B) Cognitive Skills: Students completing the programme will be able to:

B1	Critically reason, synthesise judgments, and analyse complex business issues both systematically and innovatively
B2	Reflect creatively and critically on their learning experience and make informed judgments on this experience
B3	Analyse and critically evaluate primary and secondary information collected from research
B4	Critically utilise, analyse and synthesise problem identification, problem solving and decision making skills, procedures and processes in resolving complex business issues
B5	Evaluate and critically appraise business and organisational policies, practices, and activities and make informed judgments on these

		Critically formulate, propose, and implement solutions and conclusions to complex business problems and do this in an effective and efficient manner
B6		
		Act with reflection, critical insight, and in an independent manner in the planning and managing of their learning with limited guidance and in response to varied contexts, situations and environmental requirements
B7		

(C) Key Skills- Practical/Professional Skills: Students completing the programme will be able to:

		Demonstrate an ability to conduct research into business studies and management issues, fields and environmental contexts either individually or as part of a team through researching and research design; data and evidence collection, evaluation and synthesis; critical analysis, synthesis of interpretation and formation of judgments, and the reporting of findings.
C1		
		Demonstrate critical skills of numeracy, literacy, and qualitative and quantitative abilities in researching, collation, analysis, synthesis and evaluation of evidence
C2		
		Utilise a variety of interpersonal and transferable communication skills including listening to alternative viewpoints and undertaking the evaluation of argument and intellectual positions; engaging in critical discourse, and debate with peers and responding to the views of others; engaging in critical discussion and persuading or influencing others.
C3		
		Self manage their professional activities and communicate effectively and efficiently while utilising appropriate means and media of communication including new technologies/information technology and within peer groups and other professional groupings
C4		
		Solve problems, articulate conclusions, make judgments, and form recommendations based on evidence and which are subject to a well developed capacity for critical appraisal and which are based on imaginative, robust judgement, and firm foundations
C5		

(D) Transferable Skills: Students completing the programme will be able to:

		Structure and communicate ideas both orally and in writing taking appropriate account of the nature of the audience and utilising effective means of communication
D1		
		Effectively and efficiently manage their time and be able to work to deadlines
D2		
		Be an autonomous learner and take responsibility for their learning , including being able to act independently in the use and application of resources for learning
D3		
		Use creative and imaginative thinking in both problem solving and decision making activities
D4		

	Effectively clarify and prioritise the addressing of individual and group tasks and lead or work
D5	within a group towards meeting the requirements of defined deadlines and outcome specifications
	Practice and promote their own continuing professional development and learning and on-going
D6	personal development
	Reflection, self- awareness and openness to life-long learning opportunities.

On successful completion of the *Diploma of Higher Education* students will have achieved the following outcomes:-

(A) Knowledge Understanding and Skills: Students completing the programme will be able to:

A1	Demonstrate a critical comprehension and evaluative understanding of the main issues, theories and methodologies that are central to business and business management in organisations;
A2	Demonstrate a critical awareness, comprehension, and analytic understanding of the main functional areas of business studies, business administration and business management processes within a variety of institutional and organisational contexts.
A3	Evaluate the role of the professional business manager and the professional and ethical considerations associated with this role and its contexts
A4	Critically analyse and evaluate organisational and strategic management processes within the context of the prevailing internal and external environment
A5	Demonstrate a critical, analytic and evaluative application of theory to management practice and within the context of professional business practices
A6	Demonstrate a critical awareness and utilisation of research and applied research in the evolution of business studies and management practices

(B) Cognitive Skills: Students completing the programme will be able to:

B1	Critically reason, synthesise judgments, and analyse complex business issues both systematically and innovatively
B2	Reflect creatively and critically on their learning experience and make informed judgments on this experience
B3	Analyse and critically evaluate primary and secondary information collected from research

B4 Critically utilise, analyse and synthesise problem identification, problem solving and decision making skills, procedures and processes in resolving complex business issues

B5 Evaluate and critically appraise business and organisational policies, practices, and activities and make informed judgments on these

B6 Critically formulate, propose, and implement solutions and conclusions to complex business problems and do this in an effective and efficient manner

(C) Key Skills- Practical/Professional Skills: Students completing the programme will be able to:

C1 Demonstrate an ability to conduct research into business studies and management issues, fields and environmental contexts either individually or as part of a team through researching and research design; data and evidence collection, evaluation and synthesis; critical analysis, synthesis of interpretation and formation of judgments, and the reporting of findings.

C2 Demonstrate critical skills of numeracy, literacy, and qualitative and quantitative abilities in researching, collation, analysis, synthesis and evaluation of evidence

C3 Utilise a variety of interpersonal and transferable communication skills including listening to alternative viewpoints and undertaking the evaluation of argument and intellectual positions; engaging in critical discourse, and debate with peers and responding to the views of others; engaging in critical discussion and persuading or influencing others.

C4 Self manage their professional activities and communicate effectively and efficiently while utilising appropriate means and media of communication including new technologies/information technology and within peer groups and other professional groupings

C5 Solve problems, articulate conclusions, make judgments, and form recommendations based on evidence and which are subject to a well developed capacity for critical appraisal and which are based on imaginative, robust judgement, and firm foundations

(D) Transferable Skills: Students completing the programme will be able to:

D1 Structure and communicate ideas both orally and in writing taking appropriate account of the nature of the audience and utilising effective means of communication

D2 Effectively and efficiently manage their time and be able to work to deadlines

D3 Be an autonomous learner and take responsibility for their learning , including being able to act independently in the use and application of resources for learning

D4	Use creative and imaginative thinking in both problem solving and decision making activities
	Effectively clarify and prioritise the addressing of individual and group tasks and lead or work
D5	within a group towards meeting the requirements of defined deadlines and outcome specifications

On successful completion of the *Certificate of Higher Education* students will have achieved the following outcomes:-

(A) Knowledge Understanding and Skills: Students completing the programme will be able to:

A1	Demonstrate a critical comprehension and evaluative understanding of the main issues, theories and methodologies that are central to business and business management in organisations;
A2	Demonstrate a critical awareness, comprehension, and analytic understanding of the main functional areas of business studies, business administration and business management processes within a variety of institutional and organisational contexts.
A3	Evaluate the role of the professional business manager and the professional and ethical considerations associated with this role and its contexts
A4	Critically analyse and evaluate organisational and strategic management processes within the context of the prevailing internal and external environment
A5	Demonstrate a critical, analytic and evaluative application of theory to management practice and within the context of professional business practices

(B) Cognitive Skills: Students completing the programme will be able to:

B1	Critically reason, synthesise judgments, and analyse complex business issues both systematically and innovatively
B2	Reflect creatively and critically on their learning experience and make informed judgments on this experience
B3	Analyse and critically evaluate primary and secondary information collected from research
B4	Critically utilise, analyse and synthesise problem identification, problem solving and decision making skills, procedures and processes in resolving complex business issues
B5	Evaluate and critically appraise business and organisational policies, practices, and activities and make informed judgments on these

(C) Key Skills- Practical/Professional Skills: Students completing the programme will be able to:

	Demonstrate an ability to conduct research into business studies and management issues, fields and environmental contexts either individually or as part of a team through researching and
C1	research design; data and evidence collection, evaluation and synthesis; critical analysis, synthesis of interpretation and formation of judgments, and the reporting of findings.
	Demonstrate critical skills of numeracy, literacy, and qualitative and quantitative abilities in
C2	researching, collation, analysis, synthesis and evaluation of evidence
	Utilise a variety of interpersonal and transferable communication skills including listening to
C3	alternative viewpoints and undertaking the evaluation of argument and intellectual positions; engaging in critical discourse, and debate with peers and responding to the views of others; engaging in critical discussion and persuading or influencing others.

(D) Transferable Skills: Students completing the programme will be able to:

	Structure and communicate ideas both orally and in writing taking appropriate account of the
D1	nature of the audience and utilising effective means of communication
	Effectively and efficiently manage their time and be able to work to deadlines
D2	
	Be an autonomous learner and take responsibility for their learning , including being able to act
D3	independently in the use and application of resources for learning
	Use creative and imaginative thinking in both problem solving and decision making activities
D4	

Exit Awards

The Level 6 in Foundation guarantees progression to the BA in Business Studies for students who achieve a minimum of 100 of the available 120 available credits,
There is no exit award.

CertHE

Where a student exits the programme at the end of Level 4, with 120 credits, having passed all modules, they will be eligible for a CertHE awarded by the University of Suffolk, on leaving the programmes.

DipHE

A student who completes all 120 credits at Level 4 and all 120 credits at level 5 is eligible for the award of a DipHE on leaving the programme. This is awarded by the university.

Full Module Specifications

Foundation in Business

MODULE TITLE: Context of Business

LEVEL: 3

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

Lectures/ seminars	24
Directed learning	48
Independent learning	128
Total study hours	200

MODULE LEADER: David Mwaura

RATIONALE

This module provides the student with a broad view on key management related topics. It also provides a chance for the participant to gain hands-on experience on teamwork by working with students in group work sessions that will take place as part of the delivery of the module. The lectures are supplemented with a number of interactive classes, which give the cohort an in-depth understanding of the important topics discussed in the lectures.

AIMS

The module introduces students to theories of management, beginning with classical management systems through to contemporary management concepts. It will illustrate the continuities and transformations in management thinking throughout the 20th and 21st century. The module aims to provide an introduction to the key tasks in management – organising, planning, controlling, directing, leading and dealing with staff. These concepts will be examined both from the classic management literature and tools and from the perspective of managers in the 21st century.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Understand the dynamic and changing nature of business and the consideration of the future of organisations within the global business environment

LO2: Identify the need for individuals and organisations to manage responsibly and sustainably and behave ethically in relation to social, cultural, economic and environmental issues

LO3: Discuss leadership, management and development of people

LO4: Discuss the development of appropriate policies and strategies within a changing environment to meet stakeholder interests

LO5: Discuss the design and development of organisations

INDICATIVE CONTENT

The indicative content of the module includes:-

- Scientific Management
- The Human Relations School
- Bureaucracy and Post Bureaucratic Organisations
- The Contingency Approach
- Culture Management
- Leadership
- Decision-Making
- Managing Ethically

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)
1	Case Study Review	2000 – 3000 words	100%

INDICATIVE READING

- Bloisi W. (2007): *Management & Organisational Behaviour*, (2nd Ed) London: McGrawHill
- Buchanan, D. & Huczynski, A. (2007) *Organizational Behaviour*, (6th Ed) Harlow: Financial Times Prentice Hall.
- Bratton J. (2007) *Work & Organizational Behaviour*, Basingstoke: Palgrave Macmillan
- Clegg, S. Kornberger, M. and Pitsis, T. (2008) *Managing and Organizations: An Introduction to Theory and Practice*. London: Sage

MODULE TITLE: Study Skills for Higher Education

LEVEL: 3

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

Lectures/ seminars	24
Directed learning	48
Independent learning	128
Total study hours	200

MODULE LEADER: Gurjot Singh

RATIONALE

The module is meant to enable students to develop effective study, IT and communication skills which are essential for study at level 3 (this year) and to prepare them for level 4 and beyond through their chosen degree programme and future employment.

AIMS

This module is designed to prepare and support students to study effectively for their foundation programme and produce coursework assessments that meet with University standards. It introduces students to a variety of study techniques, designed to help students from a wide range of backgrounds to work successfully through difficult material in lectures and textbooks. Students will learn about a number of important study skills including organising ideas, setting goals, taking notes, developing schedules and preparing for examinations. Students will learn the survival skills needed for a well-rounded University education.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Set short term and long range goals and to design an appropriate plan of study;

LO2: Identify techniques for building comprehension and retention;

LO3: Acquire knowledge of learning strategies and techniques to improve memory retention and understanding how people learn;

LO4: Use of library information and media services

INDICATIVE CONTENT

The indicative content of the module includes:-

- Principles of learning
- Learning styles
- Elements of proper study environment
- Note taking and digesting information
- Effective reading
- Writing an essay, report, assignment and project
- Preparing for examinations
- Attributes of a successful student
- Plagiarism and its avoidance

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)
1	Review of Article	1500 words	50%
2	Individual Assignment	1500 words	50%

INDICATIVE READING

- Aveyard, H. Sharp, P. & Woolliams, M. (2011) A Beginner's Guide to Critical Thinking and Writing, New York McGraw-Hill
- Burns, T, & Sinfield, S. (2012) Essential Study Skills: the complete guide to success at university, London: Sage
- Cotterall, S. & Morris N. (2012) Study Skills Connected: Using technology to support your studies, Basingstoke: Palgrave-MacMillan
- Copus, J. (2009) Brilliant Writing Tips for Students. Pocket Study Skills, Basingstoke: Palgrave- MacMillan
- Currie, D. (2005) Developing & Applying Study Skills: Writing assignments, dissertations and management reports, London: Chartered Institute of Personnel Development
- <https://www.hputx.edu/wp-content/uploads/2013/04/More-Study-Skills-and-Academic-Success-Links.pdf>
- <https://www.how-to-study.com>
- <https://www.howtostudy.org>

MODULE TITLE: Introduction to Information Technology

LEVEL: 3

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

Lectures/ seminars	24
Directed learning	48
Independent learning	128
Total study hours	200

MODULE LEADER: Chandranna Rayadurg

RATIONALE

This module is designed to provide students an understanding of the functions of different units of the computer systems and their interaction with different types of software and the computer user. The students also get introductory exposure to the database systems management, data communications and working of the Internet. This module will also provide a good foundation for pursuing more advanced IT modules.

AIMS

This module aims to provide students with the fundamentals of Information and Communication Technologies. With Information Technology being used widely all over the globe, this module will help students to develop a good understanding of various application areas of information technology.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Understand and use computing terminologies

LO2: Understand ethical and social issues associated with Technology

LO3: Differentiate between types of networks

LO4: Appreciate the growth and use of the Internet

LO5: Understand the role of Information Technology in Management

LO6: Understand and the different stages of systems development

INDICATIVE CONTENT

The indicative content of the module includes:-

- Introduction to computer systems and networks
- Introduction to internet and WWW
- Network security and E-Commerce
- Introduction to Databases
- Distributed Computing

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)
1	Individual Report	2000 – 3000 words	100

INDICATIVE READING

- Stallings, W. (2009) *Business Data Communications* (6th ed), Pearson Education.
- Elmasri, R. & Navathe, S.B. (2006) *Fundamentals of Database Systems* (5th ed) Pearson Education.
- Forouzan, B. (2012) *Data Communication and Networking* (5th ed), McGraw-Hill Higher Education.
- <http://thescipub.com/journals/jcs>
- <https://academic.oup.com/comjnl>
- <http://www.ijcsms.com>

MODULE TITLE: **Business Communication**

LEVEL: 3

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

Lectures/ seminars	Hours 24
Directed learning	48
Independent learning	128
Total study hours	200

MODULE LEADER: Sarah Gibbons

RATIONALE

Business communication and negotiation is one of the key skills needed for people involved with any business activities. This module provides a unique opportunity for students to learn and practice the theories and techniques how to communicate effectively to business partners. This module assists students in exploring and developing perspectives on communication at personal and organisational levels recognising cultural contexts. The nature and importance of management in the organisation will be considered and links between these key areas analysed appropriately.

AIMS

This module focuses on theories relating to current trends in Business Communication including marketing and crisis situations. Through small group working it develops practical communications skills to a “real-time” campaign allowing students to experience the process of a campaign from strategic intent through to delivery in a business environment. Development of campaign themes, key messages, and message consistency provides students of this module with theoretical knowledge and skills set transferable into both pro-active and reactive communications with internal and external audiences.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Describe and analyse the purposes and principles behind different forms of organisational communication;

LO2: Identify common challenges to effective communication;

LO3: Devise and develop strategies for overcoming communication barriers;

LO4: Apply principles of effective communication to enhance their practice;

LO5: Evaluate the communication practices of themselves and others;

LO6: Demonstrate increased awareness of cultural influences on communication and negotiation.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Effective business communication principles (including ICT related communications)
- Written business communication and business correspondence
- Collecting and disseminating feedback and other forms of business communication
- Oral business communication
- Preparing and giving presentations
- Facilitating discussions, working in groups
- Using questioning techniques and giving feedback
- Strategies, skills and techniques for negotiating in international business settings.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)
1	Advertising Material (poster or flyer) with notes	2 pages with 500 words of notes	50
2	Individual Report	1000 - 1500 words	50

INDICATIVE READING

- Shworn, B.G. and Snyder, L.G. (2015) Business Communication: Polishing Your Professional Presence (3rd Ed) Pearson
- Bailey, S. (2014) Academic Writing: A Handbook for International Students (4th edn) Routledge
- Cottrell, S. (2017) Critical Thinking Skills: Effective Analysis, Argument and Reflection (3rd edn) Palgrave
- Powell, M (2011) Presenting in English: How to Give Successful Presentations CENGAGE ELT International Edition
- Bovee, C.L. and Thill, J.V. (2015) Business Communication Today (13th edn) Pearson
- Taylor, N. (2011) Brilliant Business Writing: How to inspire, engage and persuade through words (2nd edn) Pearson International
- <http://journals.sagepub.com/home/job>
- <http://ijoc.org/index.php/ijoc>

MODULE TITLE: Numeracy and Data Analysis

LEVEL: 3

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

Lectures/ seminars	24
Directed learning	48
Independent learning	128
Total study hours	200

MODULE LEADER: S. A. Palan

RATIONALE

Through this module, which will consist of a statistics thread and a mathematics thread, students will learn about some of the underlying theories that underpins business mathematics and statistics and begin to make use of some basic tools and methods. In addition, participants will begin to develop an understanding of the nature of the science of mathematics and statistics and knowledge of the many applications in which it is used in a business environment. They will also start to develop and use some of the less technical, but still important, general skills that are required in the practice of both mathematics and statistics.

AIMS

The broad aim of this module is to give students an introduction to the practice of statistics and quantitative concepts. The module will emphasise the benefits of quantitative skills in business planning and controlling, interpreting management information and solving business problems. Students will learn how to obtain information from raw data and apply techniques to organise and display data in tables and graphs that are informative about trends, variability, average values and dependence of one variable upon another. The course also introduces basic elements of inferential statistics including estimation and hypothesis testing.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Explain and demonstrate the use of basic mathematics including formulae and ratios;

LO2: Show reasonableness in the calculation of answers;

LO3: Identify and apply techniques for summarising and analysing data;

LO4: Explain and demonstrate the use of probability where risk and uncertainty exist;

LO5: Demonstrate and analyse techniques used for forecasting.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Presentation of data
- Averages
- Measures of Dispersion
- Index Numbers
- Probability and Sampling Distributions
- Statistical Inference
- Forecasting

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)
1	Individual Assignment	1000 words	30
2	End of Term Exam	2 hours	70

INDICATIVE READING

- Oakshott, L. (2012) *Essential Quantitative Methods for Business, Management and Finance* (5th Ed), Palgrave Macmillan
- Garner, G. (2010) *The Joy of Stats: A Short Guide to Introductory Statistics in the Social Sciences* (2nd Ed) University of Toronto Press
- Tufte, E.R. (2001) *The Visual Display of Quantitative Information* (2nd Ed) Graphics Press USA
- Aneshensel, Carol (2013). *Theory-based data analysis for the social sciences*. (2nd edition) SAGE: London

MODULE TITLE: **Integrated Professional Skills in the Digital Age**

LEVEL: 3

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

Lectures/ seminars	24
Directed learning	48
Independent learning	128
Total study hours	200

MODULE LEADER: Guru Srinivasan

RATIONALE

The module develops a range of professional, academic and employability skills in order to help students achieve success both at university and in graduate employment. Specific features include; early formative assessment of key academic skills, the production of documentation, reflective practice and personal development planning.

AIMS

This programme module aims to provide the learner with the necessary knowledge and tools to be able to go on-line to find information. This includes the development of study and transferable skills required of students, an understanding of personal strengths and areas for development, reflection on and planning for personal, academic and career goals.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Understand the key terms and considerations associated with using the internet

LO2: Take responsibility for personal security and privacy when using the internet

LO3: Develop online research skills

LO4: Develop digital communication skills

INDICATIVE CONTENT

The indicative content of the module includes:-

- The significance of using the Internet in terms of the positive and negative aspects
- Researching and searching for information using a search engine or a website address
- Communicating through social networking sites and sharing information or ideas with others of a similar interest
- Governments communicating with its citizens (e-Government)
- Studying (e-learning)
- Blogging - sharing an on-line journal or diary

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)
1	Individual Assignment	2000 - 3000 words	100%

INDICATIVE READING

- Pedler, M, Burgoyne, J. and Boydell, T (2013) *A Managers Guide to Self-Development* (6th Ed) McGraw-Hill Education
- Cottrell, S (2015) *Skills for Success: Personal Development and Employability* (3rd Ed) Palgrave Macmillan
- Rose, C (2008) *The Personal Development Group: The Student's Guide*, Karnac Books
- <http://journals.sagepub.com/home/jcd>

Full Module Specifications

BA in Business Studies

MODULE TITLE: Contemporary Business Environment

MODULE CODE: CMDBST101

LEVEL: 4

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Ellie Semsar

MODULE CONTRIBUTOR(S):

RATIONALE

This module provides a basic analytical framework for understanding the functioning of markets. The module begins by examining gains from trade and exchange, demand, supply and price determination in individual markets and the effect of taxes in those markets. The module examines market failure and the justification and nature of government intervention in markets. The module also discusses the economics of firms in different types of market structures (competition, monopoly, and oligopoly), strategic interaction between economic agents (elementary game theory) and basic issues in the economics of labour markets. Note that no assumption is made that students have previously studied economics.

AIMS

This module will introduce macroeconomic theory and potential policy responses, and provide analysis of microeconomic structures and market failures. The aim of this module is to provide students with tools to support business decision making, inform business planning and generate business models. In addition, the module aims to provide a background in macroeconomic theory, allowing students to critically assess potential policies.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Demonstrate an understanding on the key elements of the internal environment of organisations and the interaction with the external environment;

LO2: Identify how a market economy functions and the role of government within it;

LO3: Examine the economic environment within which businesses operate in the United Kingdom;

LO4: Examine the global business environment and explain why countries benefit from trade with each other

LO5: Understand the growing impact of the European Union on British business.

INDICATIVE CONTENT

The indicative content of the module includes:-

- The Economic Context
- The impact of socio-political factors on the business environment
- The nature of organisations
- The nature of the economic problem and identification of the different types of economic systems.
- Mixed and market economic systems and the move towards more market orientation of business.
- Deregulation and the implications for British Business of changes in business organisations.
- Changes in UK economic structure. The causes and consequences of structural change.
- Macro-economic objectives of Government economic policy. Analysis of key macro-economic problems, theories, policies and solutions.
- Socio-political context
- The International Context

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- S1: Plan personal work schedules
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Core or non-core
1	Individual assessment (Evaluating a business environment scenario)	3000 words	100	Core

INDICATIVE READING

Lipsey, R. and Chrystal, A. (2015) *Economics* 13th edn OUP Oxford

Mankiw, N. G., Taylor, M. P. (2017) *Economics* 4th edn Cengage Learning EMEA

Sloman, J. (2014) *Economics* Prentice Hall

Sloman, J., Wride, A. and Garratt, D., (2018). *Economics*. 10th ed. Harlow: Pearson

Worthington, D. and Britton, C., (2015). *The business environment*. 7th ed. Harlow: Pearson.

ONLINE RESOURCES

<https://academic.oup.com/cje>

<http://www.economics-ejournal.org>

<http://indianjournalofeconomicsandresearch.com>

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-0297](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-0297)

<http://www.res.org.uk/view/economichome.html>

MODULE TITLE: Business Decision Making

MODULE CODE: CMDBST102

LEVEL: 4

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Dr. Uma Mohan

MODULE CONTRIBUTOR(S):

RATIONALE

This module equips students with a variety of technical and analytical skills that will be of use to them in their studies at subsequent levels. It also concentrates on those features of quantitative analysis which are of immediate relevance and aims to increase students' confidence in their application. The context is the use of quantitative techniques in the financial and managerial decision-making processes, including financial mathematics, project planning and the collection, analysis and interpretation of data, including the use of spreadsheets and statistics software. The emphasis will be on problem solving in a variety of different areas.

AIMS

This module will aim to provide students with an understanding of, and the ability to apply, a range of statistical and management science techniques. This module also provides students with the necessary quantitative techniques and tools to design and operate and decision support tools for evaluation of managerial decision making in the area of sustainable business management and operations management. At the end of the module students will be able to effectively use selective quantitative and qualitative decision tools such as multi criteria decision making and decision making under uncertainty in order to support sustainability in operations

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Demonstrate knowledge and understanding on key decision theories and principles and interpret different approach to business decision making processes.

LO2: Understand key sampling methods and basic statistical techniques in business contexts

LO3: Evaluate and interpret results generated by data modelling and forecasting techniques, including those provided by specialised statistical computer software

LO4: Understand and justify the adoption of appropriate data modelling and forecasting techniques in business contexts and make informed and effective decisions.

LO5: Apply, and demonstrate an understanding of, relevant management science techniques.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Classification of variables.
- Human dimension of decision-making
- Random and non-random sampling.
- Graphical presentation of data.
- Descriptive statistics (including: mean, median and standard deviation).
- Rules of probability.
- Expected value of a probability distribution. Normal distribution.
- Confidence intervals.
- Simple linear regression and correlation. Multiple regression.
- Time series: moving averages, exponential smoothing, and models with seasonal and trend components.
- Index numbers.
- Linear Programming: formulation and graphical solution.
- Decision Theory: payoff table, decision making criteria (including EMV), Bayesian analysis of additional information, and decision trees.
- Use of statistical software

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- S1: Plan personal work schedules
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Core or non-core
1	Individual Assignment	1000 words	30	Core
2	Close Book Exam (End of term exam)	2 hours	70	Core

INDICATIVE READING

Anderson, D.R. et al., (2010). *An introduction to management science*. 13th ed. Mason, Ohio: South-Western.

Anderson, D.R., Sweeney, D.J. and Williams, T.A., (2010). *Statistics for business and economics*. 11th ed. Mason, Ohio: South-Western

Swift, L. and Piff, S.B., (2010). *Quantitative methods for business, management and finance*. 3rd ed. Basingstoke: Palgrave MacMillan

ONLINE RESOURCES

<http://journals.sagepub.com/home/orm>

MODULE TITLE: Marketing Management

MODULE CODE: CMDBST103

LEVEL: 4

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Terry Johnson

MODULE CONTRIBUTOR(S):

RATIONALE

This module is designed to provide an in-depth study of the management aspects of the marketing system with particular reference to marketing in business organisations. With the rapid changes in the business environment, the market place is becoming more competitive, specialised and globalised. As such, students need to be equipped with marketing analytical skills to understand the various marketing concepts and philosophies including international marketing and the globalisation issues.

AIMS

The module is designed to enable students to develop an appreciation of the role of marketing and the management of marketing functions in the modern organisation. The module will focus on what being "market oriented" means, in practice, to organisations operating in both the commercial and public sectors. The module helps students to understand the challenges of marketing management in manufacturing and service industries: analysing marketing environments; evaluating strategic alternatives and designing and implementing marketing programmes involving decisions about products/services, pricing, distribution and promotion.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Develop knowledge and understanding of key theories, concepts and models in marketing to guide the development and execution of marketing strategies.

LO2: Understand the complexity of competitive environment and discuss its impact on developing effective marketing decisions and marketing strategies in organizations.

LO3: Develop the skills to critically analyse marketing situations and problems facing organisations and assess its capacity to adapt to a dynamic and uncertain future.

LO4: Develop, recommend and justify, appropriate and actionable marketing strategies and tactics to an organisational scenario.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Marketing in the Modern Organisation.
- The Marketing Strategy Process.
- Market Dynamics and Competitive Strategy.
- The emerging role of digital marketing
- The Organisation and its Customers.
- Market-led Innovation.
- Customer Equity Management.
- Integrated Marketing Mix.
- Segmenting Markets and Customer Relationship Management.
- Targeting and Positioning.
- Modifying the Marketing Mix for Business Markets, Services and in International Marketing

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- S1: Plan personal work schedules
- WWO1: Planning activities with others
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Core or non-core
1	Individual Assessment (creation of a marketing plan)	3000 words	100	Core

INDICATIVE READING

- Aaker, D.A. (2013). *Strategic Market Management*. 10th ed. London: Wiley.
- Dibb, Simkin, Pride and Ferrell (2016). *Marketing: Concepts and Strategies* (8th edition), London: Cengage.
- Doyle, P. (2008). *Value-Based Marketing: Strategies for Corporate Growth & Shareholder Value*, London: Wiley.
- Kotler, P., Chernev, A. (2014). *Strategic Marketing Management*, 8th Ed. London: Cerebellum Press.
- Kotler, P., Keller, K.L, Brady, M., Goodman, M. and Hansen, T. (2012). *Marketing Management*, Harlwo: Pearson.
- Lee, K. and Carter, S. (2012). *Global Marketing Management*, (3rd Ed), Buckingham: OU Press.
- Sargeant, A. (2009.) *Marketing Management for Nonprofit Organisations*, Oxford: Oxford Press.

ONLINE RESOURCES

- <http://jmm-net.com>
- <http://www.indianjournalofmarketing.com>
- <https://www.journals.elsevier.com/industrial-marketing-management/>
- <http://www.tandfonline.com/loi/rjmm20>

MODULE TITLE: Personal and Professional Development

MODULE CODE: CMDBST104

LEVEL: 4

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: David Mwaura

MODULE CONTRIBUTOR(S):

RATIONALE

This module has two main purposes. The first is to develop the generic and transferable study skills required to facilitate progression through Higher Education. The second is to encourage students to think creatively and constructively about personal, academic and career goals. The module will provide opportunities for students to develop a strategy to actively achieve life and career goals.

AIMS

This module includes the development of those study and transferable skills required of students which also enhances employability in the work place. Students are encouraged to identify their personal strengths and areas for development and set targets to promote both their academic and professional development and develop the resilience needed to achieve their long-term goals. This module encourages an independent, resourceful and reflective approach to learning and development which will be sustainable beyond the programme of study. It develops a critical awareness of their own and others' development needs on an ongoing basis. It also provides a framework for students to plan, manage and demonstrate their learning.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Demonstrate a critical understanding of the concepts of reflective learning and personal development

LO2: Appraise the relevance of personal development to the role of a manager, for one's own and others' development

LO3: Manage one's own development effectively and apply newly acquired skills

LO4: Monitor one's own and others' performance through giving and receiving feedback.

LO5: Assess development needs and identify resources and opportunities to address them

LO6: Develop your own approach to reflective learning and continuing professional development.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Theory and skills in the areas of: individual learning and development; effective managerial practice; personal, interpersonal and group skills.
- Developing self-awareness
- Personal effectiveness
- Reflective learning
- Personal skills assessment;
- Personal development planning
- Presentation skills
- Time management
- Stress management
- Goal setting

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- LP2: Review and Critically Reflect on Progress
- LP3: Evaluate overall effectiveness of strategy and present achievements
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- S1: Plan personal work schedules
- S2: Monitor and manage progress on prolonged tasks
- S3: Review achievement of objectives and the effectiveness of your own self-management skills
- WWO1: Planning activities with others
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Core or non-core
1	Individual Presentation paper	1000 words	50	Core
2	Individual Reflective Journal	1500 words	50	Core

INDICATIVE READING

- Bassot, B. (2013). *The Reflective Journal*. Palgrave Macmillan
- Bolton, G. (2014). *Reflective Practice: writing and professional development*. (3rd ed). London: SAGE.
- Brockbank, A. and McGill, I. (2006) *Facilitating Reflective Learning Through Mentoring and Coaching*. Kogan Page, International
- Cottrell, S. (2010) *Skills for Success: The Personal Development Planning Handbook* Palgrave Macmillan
- Fraher A L (2011) *Thinking through crisis: Improving teamwork and leadership in high-risk fields* Cambridge: Cambridge University Press
- Friedman, A. (2011). *Continuing Professional Development: lifelong learning of millions*. London: Routledge.
- Helyer, R. (ed) (2010) *The Work-Based Learning Student Handbook*, Palgrave Macmillan

MODULE TITLE: Organisational Theory and Practice

MODULE CODE: CMDBST105

LEVEL: 4

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Dr. Rajendra Kumar

MODULE CONTRIBUTOR(S):

RATIONALE

This module is intended to be both practically relevant and intellectually stimulating. Whatever path students chose after university, they are highly likely to perform most of their activities in organisational settings such as firms, universities, hospitals, clubs, etc. The module will explore three distinct bodies of knowledge: firstly, the informal and tacit knowledge of organisations built up in everyday life; secondly, contributions from mainstream approaches to organisational behaviour (OB) and management studies; and finally, alternative, critical approaches drawn from OB and the wider social science disciplines.

AIMS

The module is an interdisciplinary field of study, which explores individual, group and organisational behaviour and the impact of individuals, groups, organisations and society in creating, shaping and controlling behaviours. Students understand organisations from a managerial and critical viewpoint, drawing on international. The managerial viewpoint seeks to understand behaviour in order to manage more effectively and, hopefully, more ethically – understanding the fundamentals of behaviour in organisations enables better practices to be developed and implemented. The critical viewpoint seeks to view the organisation from the perspective of employees and asks questions about the impact of managerial practice and their experience of work more broadly – including the role that their peers may play in shaping their experience of work. It challenges students to embrace ambiguity and ambivalence: there are no well-defined answers to understanding and managing behaviour, which is what makes behaviour such an interesting and challenging field of study.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

L01: Understand key concepts and principles of management, including the basic roles, skills, and functions of management

L02: Describe the interactions between the organisational structure, different functions and discuss how to achieve high performance and explain the components and complexities of an organisation's culture and its impact on the manager

L03: Understand the nature of change in the organisation, leadership and group dynamics in order to explain the management dilemmas faced by managers enhance organisational effectiveness

L04: Evaluate different models and design of organisations and analyse the effects of power, influence and conflict in organisations.

L05: Discuss the various theories of motivation, develop useful guidelines in motivating employees and evaluate the alternative leadership styles to make a decision regarding their appropriate use

INDICATIVE CONTENT

The indicative content of the module includes:-

- The nature of organisational behaviour.
- Different approaches to organisation and management.
- Leadership and management theory and practice.
- Corporate Social responsibility and diversity
- Organisational design and implications for management and leadership.
- Organisational structure, control and effectiveness.
- Motivation theories and Leadership style
- Groups and teams and inter-professional collaboration diversity and cross-cultural management.
- The effects of power and politics, influence and conflict in organisations.
- Sustaining leadership, management and organisational practice.
- Leading and managing stakeholder engagement.

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- S1: Plan personal work schedules
- S3: Review achievement of objectives and the effectiveness of your own self-management skills
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Core or non-core
1	Individual Case Study Analysis	3000 words	100	Core

INDICATIVE READING

- Cole G.A. (2011), *Management Theory and Practice* (7th edn) South-Western Cengage Learning, London.
- Grey, C. (2013) *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Organizations*, 3rd edition, London: Sage
- Huczynski, A. & Buchanan, D.A. (2013) *Organizational Behaviour: An Introductory Text* 8th Edition. Harlow, Essex: Prentice Hall
- King, D. and Lawley, S. (2016) *Organizational Behaviour*, Oxford: Oxford University Press.
- Knights, D. and Willmott, H. (eds) (2012) *Introducing Organizational Behaviour and Management*, London: Thompson.
- Mullins, L.J. (2013) *Management and Organisational Behaviour* (10th edn) FT Publishing International

ONLINE RESOURCES

- [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1099-1379/issues](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-1379/issues)
- <https://www.sciencedirect.com/journal/organizational-behavior-and-human-performance>
- <http://www.tandfonline.com/loi/worg20>

MODULE TITLE: Business Law and Ethics

MODULE CODE: CMDBST106

LEVEL: 4

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Anand Walser

MODULE CONTRIBUTOR(S):

RATIONALE

This module will enable students to recognise the effects of corporate scandals on business and governance practices, to present ethical and legal thinking in business decision-making, and to cover major contemporary, international, and global topics in business law and ethics. This module is designed to help students in understanding business law and ethics which is about relationships, values, justice, and identity, and concern the intersection between business, law and ethics and is fundamental to the relationships between business and society at large.

This module provides students with frameworks to thoughtfully and objectively analyse and then sort through complex issues in order to make decisions that matter – ethically, economically, socially, legally, and spiritually, as well as an overview of the concepts, processes, mandatory, core, and voluntary business practices associated with successful business programmes. It also provides concrete frameworks for analysing and discussing a wide range of legal and ethical issues and expands stakeholder analysis to incorporate a values-driven management approach.

AIMS

The module aims to provide an introduction to business and company law and its application in organisations. It provides an understanding and enables students to apply the principles of corporate governance in an organisational context. It also enables students to explore and reflect on ethical situations and issues in a professional and organisational context. It also develops an understanding of the social and legal contexts in which an organisation operates.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Demonstrate an understanding of the fundamentals of the English legal system, company and business law.

LO2: Understand company and business law, corporate governance and ethical issues within an international context.

LO3: Recognise and respond in a mature and reflective manner to ethical conflict and turbulence in their professional careers and the workplace.

LO4: Understand philosophical theories and professional body ethical guidance and advice.

LO5: Use appropriate MIS development and acquisition approach in acquiring relevant systems for organisations.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Comparison of English law with alternative international legal systems
- Company formation in England
- English law pertaining to debt, equity and reserves
- The English law of contract
- The English law of employment
- Corporate governance principles

- Situational professional ethics and international business
- Ethical conflict
- The interface between philosophical ethics, English law, Sharia law, religion, freedom of speech and personal reflexivity

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- IT1: Preparing information
- IT2: Processing and presenting information
- IT3: Reviewing the use of information technology
- N1: Collecting and recording data
- N2: Working with data
- N3: Presenting your findings
- S1: Plan personal work schedules
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Core or non-core
1	Individual Assignment (Critical of Journal article) based on Law	1500 words	50	Core
2	Individual Report based on Ethics	1500 words	50	Core

INDICATIVE READING

- Crane, A. and Matten, D. (2015) *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization* 4th edn OUP Oxford
- Fisher, C., Lovell, A. and Valero-Silva, N (2012) *Business Ethics and Values* 4th edn PearsonMacintyre, E., (2013). *Essentials of business law*. 4th ed. Harlow: Pearson Education.
- McPhail, K., (2009). *Accounting and business ethics*. London: Taylor and Francis.
- Williams, G. L., (2013). *Glanville Williams: learning the law*. 15th ed. London: Sweet and Maxwell/Thomson Reuters

MODULE TITLE: Human Resource Management

MODULE CODE: CMDBST201

LEVEL: 5

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Dr. Rajendra Kumar

MODULE CONTRIBUTOR(S):

RATIONALE

The module brings together the management of human resources as a function of management and the specialist role of the HR manager within the leisure industries. Drawing on the students' experiences, previous study and academic theory topical issues are studied as well as practical approaches to strategic HR planning, performance management and the wider implications of the labour market.

AIMS

The broad aim of the module is to raise students' awareness of how they can contribute to management decision-making and HR policy-making in an environment increasingly characterised by workforce diversity. International HRM is conceived in this module to encompass comparative HRM, managing people in organisations which operate outside their domestic boundaries, managing diverse people in a domestic situation (both due to historical and current movements of people around the globe) and managing people in a domestic situation which takes account of international influences (eg international labour law, management approaches from other countries). In addition, the module aims to balance an understanding of the mechanisms through which some groups of people may be disadvantaged in the labour market with the capability to use business case arguments and HR interventions to manage diversity in a positive way.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Appreciate the distinction between Human Resource Management and Personnel Management by analysing personnel and HRM models

LO2: Examine the concepts of strategic HRM and contrast this notion with that of strategic management.

LO3: Understand and evaluate the concept of an organisations' Model of Employment, and the organisational levers available to manage human resources in such a way as to contribute to sustainable competitive advantage.

LO4: Understand the impact of regional and national culture on the practice of HRM.

LO5: Understand the significance of culture to organisational behaviour and HRM practice in general and apply the practices needed to carry out HRM in trans-national/international/international-subsiary organisations.

LO6: Evaluate where and when international HRM changes local business systems

INDICATIVE CONTENT

The indicative content of the module includes:-

- Labour market analysis in different country contexts - implications of this for HR strategy, policy and practice
- Flexible working from a business perspective
- Different (national or regional) models of HRM
- Strategic models of HR development
- National (related to other levels of) culture and its relationship with HR practice
- The processes of discrimination/exploitation and the implications for employee morale, organisational performance and social welfare
- Different approaches/models for tackling disadvantage in different country contexts (equal opportunity, positive action and discrimination, affirmative action, legislation, diversity management, ILO initiatives)
- Behaviour and performance of diverse teams
- Contemporary issues in the field of diversity and international HRM

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- IT1: Preparing information
- N3: Presenting your findings
- S1: Plan personal work schedules
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Individual Report	3000 words	100%	LO1, LO2, LO3, LO4, LO5, LO6	Core

INDICATIVE READING

- Brewster, C., (2016). *International human resource management*. 4th ed. London: CIPD.
- Briscoe, D., Schuler, R., and Claus, L., (2012). *International human resource management: policies and practices for multinational enterprises*. 4th ed. Abingdon: Routledge
- Dessler, G (2016), *Human resource management*, 15th edn, New Jersey: Pearson
- Gomez-Mejia, L, Balkin, D & Cardy, R (2014), *Managing human resources*, 8th edn, New Jersey: Pearson
- Kramar, R. and Syed, J., (2012). *Human resource management: A Global and Critical Perspective*. 2nd ed. Basingstoke: Palgrave Macmillan

ONLINE RESOURCES

- [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1748-8583](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1748-8583)
- <http://www.hrmguide.net/hrm/Links/journals.htm>
- <http://www.hrmonline.com.au>
- <https://www.shrm.org>
- <http://www.tandfonline.com/toc/rjih20/current>

MODULE TITLE: Accounting for Business

MODULE CODE: CMDBST202

LEVEL: 5

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: S. A. Palan

MODULE CONTRIBUTOR(S):

RATIONALE

This module covers the nature and role of accounting and the processes used to record and present accounting information. Students will learn to prepare company financial statements, including statements of financial position, profit or loss, and other comprehensive income and cash flows for single entities. The module will enable students to evaluate, analyse and discuss financial performance. This module provides participants with a solid grounding in all aspects of management accounting, including the importance of cost behaviour and different cost accounting techniques such as marginal and absorption costing. Students will develop skills in analysis and interpretation of numbers for decision-making purposes.

AIMS

The module aims to develop a comprehensive understanding of fundamental concepts and techniques in financial and management accounting, including the ethical issues at stake in providing a 'true and fair view' in public reporting so as to support and maintain good business practice and sustainable financial markets. It also provides students with the opportunity to use and apply financial and accounting concepts, constructs and frameworks in support of business problem appraisal and decision making.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Understand the theoretical and conceptual underpinning and frameworks for financial accounting

LO2: Understand and consider the issues in revenue recognition, expense recognition, accruals, prepayments, depreciation, inventory valuation, recognition of liabilities in the construction of core financial statements for sole traders and limited companies

LO3: Understand the purpose and application of double entry bookkeeping

LO4: Understand and apply full costing methods and recognise the associated challenges managers face in costing

LO5: Plan through the use of contribution costing and break-even analysis in decision making

LO5: Plan through cash budgeting as well as understand the strategic nature, purpose and issues in budgeting for managers

INDICATIVE CONTENT

The indicative content of the module includes:-

- The environment of accounting and the accountant's role in the organisation.
- Accounting concepts and policies including the 'true and fair view' and the ethical requirements to support sustainable financial markets with good information.
- Income statement; the statement of financial position; cash flow; financial statements. Interpretation and evaluation of accounts.
- Ratios, comparisons and trends.
- An introduction to financial management.
- Investment appraisal and return on investment.
- An introduction to cost and management accounting, including marginal and absorption costing.
- Budgeting and budgetary control, including the behavioural implications of budgeting

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- N1: Collecting and recording data
- N2: Working with data
- N3: Presenting your findings
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- S1: Plan personal work schedules
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Individual Report	1000 words	30	LO1, LO2,	Core
2	Close Book Exam	2 hours	70	LO3, LO4, LO5, LO6	Core

INDICATIVE READING

- Atrill & McLaney (2017) *Accounting and Finance for Non-specialists* 10th Ed, by, Pearson.
- Atrill, P. and McLaney, E., (2012). *Management accounting for decision makers*. 7th ed. Harlow: Pearson
- Thomas, A. and Ward, A. M. (2015) *Introduction to Financial Accounting*, 8th edition, London: McGraw Hill Education.
- Wood, F & Sangster, A (2011), *Business accounting I*, 12th edn, Prentice Hall
- Wood, F & Sangster, A (2011), *Business accounting II*, 12th edn, Prentice Hall

ONLINE RESOURCES

- <http://journals.sagepub.com/home/jaf>
- [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1475-679X](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1475-679X)
- <https://www.journalofaccountancy.com>
- <https://www.journals.elsevier.com/the-international-journal-of-accounting>

MODULE TITLE: Digital Business

MODULE CODE: CMDBST203

LEVEL: 5

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Guru Srinivasan

MODULE CONTRIBUTOR(S):

RATIONALE

This module introduces students to the practical aspects of designing and developing applications (such as web and interactive media). The participants will review the different technologies, and the legal and managerial aspects, which firms can use to exploit current and emerging internet technologies and enhance business operations and opportunities. Students will develop skills such as web authoring, image processing, electronic marketing, social networking usage and shopping cart design.

AIMS

The module is aimed to develop an understanding of the management implications of electronic commerce needed for making informed operational and strategic decisions about electronic commerce and its business exploitation. The module integrates theory and practice and considers key issues including the growth of the mobile digital platform and the rapid expansion in digital traffic. Given the growth in these developments, this module covers topic areas of interest to all students and takes an international approach and includes contemporary coverage of all key issues.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Understand the key trends and advantages of digital technology and implications for managing virtual business in the global environment

LO2: Critically evaluate new and emerging digital business models and key business issues such as cyber security and ethics etc. in managing effective e-business

LO3: Evaluate the impact of new collaborative relationships and strategic alliances through digital technology.

LO4: Understand and apply relevant digital business theoretical concepts in practical contexts

LO5: Use a multi-disciplinary approach to apply E-Commerce principles in a business/public/voluntary sector organisation.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Digital Business Models
- Digital Business Strategy
- The Mobile Digital Platform
- Building a Digital Presence and Customer Relationship Management
- Digital Procurement & the Supply Chain
- Strategic Collaborations, Partnerships and Alliances Business Support Applications
- Managing the Digital Organisation: Security, Privacy and Ethical Issues
- New and Emerging Technologies
- Managing Successful Business Implementations

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- IT3: Reviewing the use of information technology
- S1: Plan personal work schedules
- S3: Review achievement of objectives and the effectiveness of your own self-management skills
- WWO1: Planning activities with others
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Individual case study analysis	3000 words	100%	LO1, LO2, LO3, LO4, LO5	Core

INDICATIVE READING

- Chaffey, D. and Ellis-Chadwick, F. (2012) *Digital Marketing Strategy, Implementation and Practice* 5th edn. Pearson Education Limited, Harlow.
- Dumas, M. Barry. (2013) *Diving into the bitstream: information technology meets society in a digital world*, Routledge, Oxon., Taylor & Francis group.
- Gansky, L. (2010) *The Mesh: why the future of business is sharing* Portfolio/Penguin group
- Jarvis, J. (2011) *What would Google do?: reverse-engineering the fastest- growing company in the history of the world* J Collins Business
- Kirkpatrick, D. (2010) *The Facebook Effect* Virgin books
- Levy, S. (2011) *In the plex: how Google thinks, works and shapes our lives* Simon & Schuster
- Tapscott, D. and Williams A.D. (2007) *Wikinomics How Mass Collaboration Changes Everything*, Atlantic Books.
- Tapscott, D. and Williams A.D. (2010) *Macrowikinomics Rebooting Business & the World*, Atlantic Books.
- Turban, E. and Volonino, L. McLean, E. and Wetherbe, J. (2009), *Information Technology for Management: Transforming Organizations in the Digital Economy*, John Wiley and Sons

ONLINE RESOURCES

- <http://ibimapublishing.com/journals/journal-of-internet-and-e-business-studies/>
- <http://www.academicpub.org/ijed/>
- <http://www.ijec-web.org>
- <http://www.inderscience.com/jhome.php?jcode=ijeb>

MODULE TITLE: International Business

MODULE CODE: CMDBST204

LEVEL: 5

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Anand Walser

MODULE CONTRIBUTOR(S):

RATIONALE

This module introduces students to what strategy is, and what it can achieve with reference to organisational development, competitive positioning and resource management. Students will also consider the volatility of the international environment, driven by the forces of globalisation. There is a keen emphasis on turning theory into practice. The module affords perspectives which can support preparation for graduate-level job interviews.

AIMS

The module develops a comprehensive understanding of the major strategic issues that businesses are confronted with when operating in international markets. This includes assessment of the management implications of international business environment and the major theories and empirical evidence on international business strategy, including issues connected to technology transfer. The module also covers the management implications of the process of internationalisation and the choice of foreign market entry and the increasing demands on multinational corporations to develop appropriate policies.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Evaluate international business practices and discuss how they are being shaped by economic theories, financial, socio-cultural and political forces; with particular emphasis on the business practices of UK's major trading partners

LO2: Evaluate the key elements of the international environment which have an impact on the activities of international firms;

LO3: Analyse the basis and recent patterns of international trade and investment;

LO4: Demonstrate a critical understanding of a range of market selection techniques;

LO5: Select appropriate methods of international market entry and development;

LO6: Comment critically on the main methods of risk minimisation available to international companies;

LO7: Apply appropriate concepts and theoretical frameworks to the workplace experience.

INDICATIVE CONTENT

The indicative content of the module includes:-

- What is international business;
- The regulatory environment: Political, legal and human resources management
- The cultural environment and cross cultural management
- The motives and methods of conducting international business;
- The international business environment and the management of risk;
- International trade and investment strategies;
- International Trade theory and liberalisation
- International M&A

- Global ethics
- The role of the international manager;
- Globalisation and society.

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- N1: Collecting and recording data
- N2: Working with data
- N3: Presenting your findings
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- S1: Plan personal work schedules
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Individual report	3000 words	100	LO1, LO2, LO3, LO4, LO5, LO6, LO7	Core

INDICATIVE READING

- Daniels, J.D., Radebaugh, L.H. and Sullivan, D.P., (2016). *International business: environments and operations*. 15th ed. New Jersey: Pearson Prentice Hall.
- Dicken, P., (2015). *Global shift: mapping the contours of the world economy*. 7th ed. New York: Guilford Press
- Hill, C.W.L., (2017). *International business: competing in the global marketplace*. 8th ed. New York: McGraw Hill/Irwin
- Lasserre, P., (2012). *Global strategic management*. 3rd ed. Basingstoke: Palgrave Macmillan
- Morrison, J., (2017). *International business: challenges in a changing world*. 2nd ed. Basingstoke: Palgrave Macmillan
- Rugman, A.M., Collison, S. and Hodgetts, R.M., (2012). *International business*. 6th ed. Harlow: Pearson
- Sweeney, P.D and McFarlin, D.B., (2015) *International management: strategic opportunities and cultural challenges*. London: Routledge
- Wall, S. and Minocha, S., (2015). *International business*. 3th. ed. Harlow: Pearson

ONLINE RESOURCES

- <http://jibe-net.com>
- <https://www.journals.elsevier.com/international-business-review/>
- <https://www.sciencedirect.com/science/journal/09695931>

MODULE TITLE: Research Methodologies

MODULE CODE: CMDBST205

LEVEL: 5

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Roger Telfer

MODULE CONTRIBUTOR(S):

RATIONALE

This module introduces students to the various research methodologies used in business research. They will be introduced to different types of data collection (quantitative and qualitative) and different data sources (primary and secondary). They will develop practical skills in analytics software (e.g. SPSS), and quantitative and qualitative analysis to make effective business decisions and recommendations. With sessions that combine ‘real’ business dilemmas, with academic best practice and practical skills, this module equips the participants to collect invaluable business insight.

AIMS

The module aims to introduce and develop the skills needed to conceptualise a problem, make use of available literature, design a research strategy, evaluate, organise, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues.

The module surveys the basic processes of research methodology as practiced in the social sciences and business. Underlying principles of science and logic are emphasised and special attention is directed toward the recognition of common sources of error and bias in the implementation and interpretation of research studies as they affect the outcomes of research utilisation.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Understand the scientific process, its application in economics and business, and its utilisation in the problem-solving approach to business and management challenges.

LO2: Demonstrate the skills necessary to assess and interpret existing research as a prelude to carrying out further investigation

LO3: Critically describe, comprehend and discuss the role, principles, function and application of research design within both academic and/or applied business contexts

LO4: Understand, critically comprehend different research strategies and be able to apply with insight appropriate research methodologies to differing types of research problems, hypotheses, or fields of investigation

LO5: Conceptualise and formulate a research project, including the formation of a hypothesis; the identification of field and evidence; the identification of research methodological approaches; the carrying out of a sustained piece of research, and the forming of conclusions while evaluating and applying the outcomes of research to a context/problem or issue

LO6: Demonstrate and apply the researching skills and project management skills which are required and which are necessary to carrying out a successful and sustained piece of individual work which may be applicable to academic and/or business contexts

INDICATIVE CONTENT

The indicative content of the module includes:-

- The nature and types of research (e.g. descriptive, experimental, ex post facto, correlation, qualitative, etc.)
- Problem identification and research question/hypothesis generation
- The use of library resources and the review of the related literature

- Research design and planning research in an ethical manner (protection of human subjects)
- Strategies to enhance the validity of qualitative and quantitative designs
- Descriptive statistics and graphical presentations
- Measurement issues including reliability and validity
- Procedures for planning qualitative and quantitative research studies
- Procedures for collecting and analysing data for qualitative and quantitative research studies
- Introduction to statistical inference and hypothesis testing
- Introduction to the computer as a research tool.

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- IT3: Reviewing the use of information technology
- LP2: Review and Critically Reflect on Progress
- N1: Collecting and recording data
- N2: Working with data
- N3: Presenting your findings
- S1: Plan personal work schedules
- S2: Monitor and manage progress on prolonged tasks
- S3: Review achievement of objectives and the effectiveness of your own self-management skills
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Research Proposal	3000 words	100	LO1, LO2, LO3, LO4, LO5, LO6	Core

INDICATIVE READING

- Easterby-Smith, M. Thorpe, R, Lowe, A (2018) *Management Research: An Introduction*, (6th ed.) Sage Publications Ltd.
- Gill, J and Johnson, P. (2011) *Research Methods for Managers*, (4th ed.) Sage Publications Ltd.
- Monette, D.R., Sullivan, T.J. & Dejong, C.R. (2013) *Applied Social Research: Tool for the Human Services*, (9th Ed.) Brooks Cole.
- Saunders, M, Thornhill, Lewis (2015) *Research Methods for Business Students*, 7th ed., Pearson Education.

ONLINE RESOURCES

- <https://www.journals.elsevier.com/social-science-research/>
- <http://www.tandfonline.com/toc/tsrm20/current>

MODULE TITLE: Entrepreneurship and Business Development

MODULE CODE: CMDBST206

LEVEL: 5

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Paul Reynolds

MODULE CONTRIBUTOR(S):

RATIONALE

This module develops an understanding of the techniques and skills required to achieve success in the highly-competitive entrepreneurship and small-business-management sector. Students will consider the role of entrepreneurial innovation in developing unique products and methods of service delivery. They will be exposed to key business planning skills; how managing in an SME environment is different to that of a large organisation; how to monetise a commercial idea; and how to create social value through the establishment of both commercial and social enterprises.

AIMS

This module aims to introduce students to the skills, attitudes, knowledge, and techniques needed to sustain innovation in organisations. By considering a broad range of situations, and more modest levels of innovation and entrepreneurial achievement as well as the traditional transformational examples, students will gain insight of how entrepreneurship capabilities can be acquired and applied to many situations: new starts, small and large firms, private, public and not-for profit sectors. Through reflecting on the contexts in which entrepreneurship and innovation arise, and on their own abilities and attributes, students will be encouraged to consider how, as managers, they might create a climate in which innovation can flourish, and how they might themselves learn how to become more innovative, self-reliant, and opportunistic.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Understand and evaluate the concept of entrepreneurship, inter-relationship between entrepreneurship and innovation in business management, and the nature of the macro-environmental context for entrepreneurial activity

LO2: Critically understand the nature of innovation and appreciate its role in entrepreneurial activity;

LO3: Assess and critically comment upon the personal factors that influence entrepreneurial activity in a range of different contexts; analyse on how entrepreneurial capacity can be developed, and evaluate the role that the development of a robust creative approach to learning capability has in the successful identification and implementation of entrepreneurial strategies

LO4: Analyse the responses of entrepreneurial organisations as opposed to more predictable strategic approaches;

LO5: Evaluate different strategies that are used by entrepreneurial organisations at start up, and during periods of growth, consolidation and underperformance;

LO6: Critically evaluate and reflect discursively upon the thinking and analytical techniques that can be used to identify opportunities, and recognise the alternative commercial approaches to exploiting an opportunity;

INDICATIVE CONTENT

The indicative content of the module includes:-

- The nature & importance of entrepreneurs
- Creativity & the business idea
- The Business Plan
- The Marketing Plan
- The Financial Plan and sources of capital
- The Organisational Plan
- Managing early growth of the new venture

- Ending the venture – Risk management
- International entrepreneurship opportunities

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- IT3: Reviewing the use of information technology
- LP3: Evaluate overall effectiveness of strategy and present achievements
- N1: Collecting and recording data
- N2: Working with data
- N3: Presenting your findings
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- PS2: Monitor progress and adapt any problem solving strategy as necessary to achieve the quality of outcomes required when tackling one complex problem with at least three options.
- PS3: Evaluate your overall strategy considered in PS2 and consider improvements.
- S1: Plan personal work schedules
- S2: Monitor and manage progress on prolonged tasks

S3: Review achievement of objectives and the effectiveness of your own self-management skills

WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Business Plan	3000 words	100	LO1, LO2, LO3, LO4, LO5, LO6	Core

INDICATIVE READING

- Barringer, BR & Ireland, RD (2015), *Entrepreneurship: Successful launching new ventures*, 5th edn, Pearson Prentice Hall, New Jersey.
- Burns, P. (2016) *Entrepreneurship and Small Business: Start-up, Growth and Maturity* 4th edn. Palgrave
- Hisrich, RD, Peters, MP & Shepherd, DA (2012), *Entrepreneurship*, 9th edn, Irwin McGraw Hill.
- Kuratko DF, Frederick HH & Hodgetts RM (2016), *Entrepreneurship: Theory, process, practice*, Asia-Pacific edn, Thomson
- Mariotti, S. and Glackin, C. (2015) *Entrepreneurship: Starting and operating a small business* 4th edn. Pearson
- Westhead, P., McElwee, G. and Wright, M. (2011) *Entrepreneurship: Perspectives and Cases* 1st edn. Financial Times/Prentice Hall

ONLINE RESOURCES

- <http://www.inderscience.com/jhome.php?jcode=ijesb>
- <http://www.inderscience.com/jhome.php?jcode=ijeim>
- <http://www.jemi.edu.pl>
- <https://www.omicsonline.org/entrepreneurship-organization-management.php>
- <http://www.tandfonline.com/toc/rsbe20/current>

MODULE TITLE: Global Strategic Management

MODULE CODE: CMDBST301

LEVEL: 6

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Mervyn Sookun

MODULE CONTRIBUTOR(S):

RATIONALE

This module is meant to provide the knowledge and skills to produce a business improvement plan in a strategic context. Students will learn that a “one-size fits all” approach to strategy formulation is no longer suitable in a dynamic business environment with a variety of business models. The creation and distribution of information and knowledge has never been so influential in creating and sustaining competitive advantage.

AIMS

The module introduces and develops the concepts of strategic management in a critical way and focuses on the application of the relevant strategic management conceptual frameworks. Students are developing a strategic analysis and strategic plan throughout the course, facilitating further application of the theory learned. The combination of the module content and its continuous application by the students allows the learning outcomes of knowledge and application of the concepts to be achieved together with a critical, analytic approach in an international setting. The elements introduced are done so in order to allow students to develop their own strategic thinking, and have the ability to apply them in various organisational settings.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Demonstrate knowledge, comprehension and application of the taught theory through active and consistent contribution to organisations.

LO2: Understand how complex problems can be managed within a business framework.

LO3: Critically contrast and compare related theoretical concepts presented in the lectures and readings, and understanding the inherent differences and similarities.

LO4: Create, develop and design strategic plans in a case study based practical application of the taught theory.

LO5: Feel confident in arguing a strategic position based on well researched evidence and a strong theoretical base.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Why strategy matters
- Analysing the external and internal environments
- Strategic planning and strategic formation
- Strategic decision making
- Resource-based strategy and competitiveness
- Strategy and culture
- Business and corporate level strategies
- International strategies
- Innovation and technology strategies
- Collaborations and networks

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- IT3: Reviewing the use of information technology
- LP2: Review and Critically Reflect on Progress
- LP3: Evaluate overall effectiveness of strategy and present achievements
- N1: Collecting and recording data
- N2: Working with data
- N3: Presenting your findings
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- PS2: Monitor progress and adapt any problem solving strategy as necessary to achieve the quality of outcomes required when tackling one complex problem with at least three options.
- PS3: Evaluate your overall strategy considered in PS2 and consider improvements.
- S1: Plan personal work schedules
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Individual Report	3000 words	100	LO1, LO2, LO3, LO4, LO5	Core

INDICATIVE READING

- Angwin D, Cummings S & Smith C (2017), *The Strategy Pathfinder: Core Concepts and Micro-cases*, 3rd edn John Wiley & Sons.
- Grant R (2012), *Contemporary Strategy Analysis*, 8th edn Oxford: Blackwell.
- De Wit B & Meyer R (2010), *Strategy: Process, Content, Context*, 4th edn London: Thomson Learning.
- Dess G (2018), *Strategic Management: Creating Competitive Advantage*, 9th edn London: McGraw-Hill.
- Johnson G, Scholes K & Whittington R (2017), *Exploring Strategy: Text & Cases* 11th Edition, Pearson Education
- McGee J, Thomas H & David W (2010), *Strategy: Analysis and Practice: Text and Cases*, Maidenhead: McGraw Hill.
- Pearce JA (2015), *Strategic Management*, 14th Edn. McGraw-Hill.

ONLINE RESOURCES

- [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1097-0266](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1097-0266)
- <https://www.abacademies.org/journals/academy-of-strategic-management-journal-home.html>
- <http://www.inderscience.com/jhome.php?jcode=ijssm>
- <https://www.strategicmanagement.net/smj/overview/overview>

MODULE TITLE: Building A Sustainable Organisation

MODULE CODE: CMDBST302

LEVEL: 6

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Dr. Rajendra Kumar

MODULE CONTRIBUTOR(S):

RATIONALE

This module provides an introduction to the core concepts, policy challenges and ethical issues in Sustainable Development. It is aimed at a wide range of students and provides a grounding in sustainability ideas and issues that is self-contained but also prepares students for getting the best from the complementary strategies of making organisations sustainable.

AIMS

This module provides students with intermediate and advanced conceptual and practical learning in entrepreneurship and innovation in different specialist sectors. Through a mix of study activities and self-selected experiential projects participants will develop independent research and online collaborative skills necessary to engage in enterprise and innovation practices in new and existing organisations. The module encourages the student to do so by articulating how entrepreneurship and innovation can be used to satisfy individual goals, while contributing to solving societal problems in an ethical and sustainable manner.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Develop a critical understanding on the definitions of sustainability and its impact on creating long term competitive advantages for organizations

LO2: Critically evaluate roles and responsibilities of sustainable strategic managers and how to apply tools of strategic business management to problems of sustainability.

LO3: Negotiate, influence, and agree roles and rewards within founder teams in entrepreneurial and business settings, doing so in a legitimate ethical manner

LO4: Appropriately plan and solve problems in entrepreneurial and innovative settings

LO5: Deploy effective networking and persuasive communication skills

LO6: Work independently and as part of a collaborative virtual team to develop attributes and capabilities for business success in a complex and changing environment

LO7: Undertake independent research to inform practice within specific areas of specialism

LO8: Critically evaluate and reflect on individual career development objectives.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Societal impacts of business, entrepreneurship and innovation
- Core theories, concepts and frameworks of innovation and business
- Strategy, process and operations of enterprises
- Impact of innovation on business and society
- Researching business and innovation
- Sustainable enterprise challenge
- Ethics and sustainability
- Responsibilities of managers and employees within particular types of sustainable enterprises and innovations

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis, teamwork and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- IT3: Reviewing the use of information technology
- LP2: Review and Critically Reflect on Progress
- LP3: Evaluate overall effectiveness of strategy and present achievements
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- PS2: Monitor progress and adapt any problem-solving strategy as necessary to achieve the quality of outcomes required when tackling one complex problem with at least three options.
- PS3: Evaluate your overall strategy considered in PS2 and consider improvements.
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Individual Report	1000 words	30	LO1, LO3,	Core
2	Individual case study analysis	2000 words	70	LO2, LO4, LO5	Core

INDICATIVE READING

- Blowfield, M. (2013). *Business and Sustainability*. Oxford University Press
- Caradonna, J.L. (2016) *Sustainability*. Oxford University Press
- Crane, A. and Matten, D. (2015). *Sustainability in the Age of Globalization* (4th ed). OUP Oxford.
- Gonzalez-Perez, M. and Leonard, L. (2013) *International Business, Sustainability and Corporate Social Responsibility: 11 (Advances in Sustainability and Environmental Justice)* Emerald Group Publishing Limited
- Hirsch, R.D. and Kearney, C. (2013). *Managing Innovation and Entrepreneurship*. Sage Publications.
- Lindgreen, A., Vallaster, C., Maon, F. and Yousafzai, S. (2018) *Sustainable Entrepreneurship: A Research Anthology*, Routledge
- Tidd, J. and Bessant, J. (2013) *Managing Innovation: Integrating Technological, Market and Organizational Change* 5th Edn. John Wiley and Sons

ONLINE RESOURCES

- [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1467-8691](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-8691)
- <http://www.inderscience.com/jhome.php?jcode=ijeim>
- <http://www.inderscience.com/jhome.php?jcode=ijesd>
- <http://www.inderscience.com/jhome.php?jcode=ijsd>
- <https://www.journals.elsevier.com/international-journal-of-sustainable-built-environment/>
- <https://www.journals.elsevier.com/journal-of-innovation-and-knowledge/>
- <https://www.sciencedirect.com/journal/journal-of-product-innovation-management>
- <http://www.worldscientific.com/worldscinet/ijim>

MODULE TITLE: Case Study Analysis

MODULE CODE: CMDBST303

LEVEL: 6

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: David Mwaura

MODULE CONTRIBUTOR(S):

RATIONALE

The module focusses on developing the skills required to be able to successfully complete an integrated case study within a simulated business context. Students will be prepared for the corporate environment which demands them to be able to evaluate and analyse a business problem and identify potential solutions to the said problems.

AIMS

This module exclusively focuses on enabling students to review practical business problems and proposing solutions to these problems. Students will be required to solve cases and justify the solutions that have been put forward from an available pool of different solutions. Students will focus on decision making and ensuring that developing the viability of their responses becomes a key element of their skill sets.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Define and critically discuss the problem/issues to be addressed and evaluated in a business scenario/case study context

LO2: Identify and critically discuss the theory, principles, contexts and functions of case study analysis methodology and application and their contribution to the development of business success.

LO3: Understand and critically comprehend and evaluate the relationship between case study analysis, business project development opportunities and the formulation of business proposals and related business decision making

LO4: Critically develop a business development proposal which is based on benchmarked case study analysis and evaluation and which is contextualised by the students career aspirations.

INDICATIVE CONTENT

The indicative content of the module includes:-

- How to approach a case study
- Analysis of situation and issues
- How to write a case study report
- Pitfalls of case study analysis

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- IT3: Reviewing the use of information technology
- LP2: Review and Critically Reflect on Progress
- LP3: Evaluate overall effectiveness of strategy and present achievements
- N1: Collecting and recording data
- N2: Working with data
- N3: Presenting your findings
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- PS2: Monitor progress and adapt any problem-solving strategy as necessary to achieve the quality of outcomes required when tackling one complex problem with at least three options.
- PS3: Evaluate your overall strategy considered in PS2 and consider improvements.
- S1: Plan personal work schedules
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Individual case study analysis	3000 words	100	LO1, LO2, LO3, LO4	Core

INDICATIVE READING

- Gerring, J (2016) *Case Study Research: Principles and Practices* 2nd edn. Cambridge University Press
- Simons, H (2009) *Case Study Research in Practice* Sage Publications Ltd.
- Thomas, G (2015) *How to do your Case Study: A Guide for Students and Researchers* 2nd edn. Sage Publications Ltd.
- Yin, RK (2018) *Case Study Research: Design and Methods* Sage Publications, Inc; 6th Edition Sage Publications

ONLINE RESOURCES

- <https://socr.org/jcs/>
- <http://www.casestudiesjournal.com>
- <https://www.cluteinstitute.com/ojs/index.php/JBCS/index>
- <http://www.inderscience.com/jhome.php?jcode=IJTCS>
- <http://www.socrjcs.org/index.php/socrjcs>

MODULE TITLE: Contemporary Management Issues

MODULE CODE: CMDBST304

LEVEL: 6

CREDITS: 20

TOTAL STUDY HOURS: 200

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	24
Lectures/ seminars	
Directed learning	48
Independent learning	128
Total study hours	200

PRE-REQUISITES: None

EXCLUDED COMBINATIONS:

MODULE LEADER: Anand Walser

MODULE CONTRIBUTOR(S):

RATIONALE

This module helps students to develop an understanding of current issues in business and how they impact on companies in practice. The syllabus is designed to provide a theoretical context behind recent and current world events and how small and medium sized industries from across the region contribute to some of the practical implications behind various theoretical perspectives. The module also enhances commercial awareness and student employability.

AIMS

This module provides students with an opportunity to consider reflect and critically appraise a range of current contemporary management issues, including developing international lenses of reference from a theoretical and practical application whilst relating these factors to the art of management. The module content will provide a framework to assess how these issues impact within organisations and how managers are able to react to these issues. The module will develop within students a critical appreciation of the challenges faced by management professionals in developing responses to business environment conditions which are complex, dynamic and diverse. This module engages students with contemporary issues in context with associated links to organisational strategy and management approaches and systems related to information, networks and collaborations as well as organisational learning. In achieving its overall objectives, the module will encourage students to further develop, engage, evaluate and critique their contemporary understanding with a view to the realities of practice and organisations. Students will consider interactions, theories and frameworks that explain contemporary issues and ground this in organisational and individual contexts. It is widely accepted that such issues are crucial to the viability of organisations across all sectors and contexts and the creation of value.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Understand the dynamic of business management issues in the contemporary global business environment

LO2: Critically evaluate a wide range of contemporary management issues by synthesizing relevant theories

LO3: Assess and critically evaluate the significance of contemporary change and the impacts on decisions, behaviours, human capital and the organisation configuration

LO4: Critically analyse and evaluate an organisational situation and change so as to inform and improve performance and enhance value

LO5: Evidence highly developed autonomous learning skills, problem solving and the ability to clearly and appropriately communicate findings and recommendations.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Contextualising the corporate strategic responses to contemporary issues

- Managing organisations in the face of complexity and chaos, rationalising conflicting theory
- Managing change across cultures
- Developing the flexible organisation to meet the needs of globalization
- Psychodynamics and organisational productivity
- Developing and managing creativity and innovation in organizations
- Technology and knowledge management
- Corporate social responsibilities and business ethics

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- IT3: Reviewing the use of information technology
- LP2: Review and Critically Reflect on Progress
- LP3: Evaluate overall effectiveness of strategy and present achievements
- N1: Collecting and recording data
- N2: Working with data
- N3: Presenting your findings
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- PS2: Monitor progress and adapt any problem solving strategy as necessary to achieve the quality of outcomes required when tackling one complex problem with at least three options.

- PS3: Evaluate your overall strategy considered in PS2 and consider improvements.
- S1: Plan personal work schedules
- S2: Monitor and manage progress on prolonged tasks
- S3: Review achievement of objectives and the effectiveness of your own self-management skills
- WWO1: Planning activities with others
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Individual Essay	1500 words	50	LO1, LO2, LO5	Core
2	Individual case study analysis	1500 words	50	LO3, LO4, LO5	Core

INDICATIVE READING

- Burnes, B., (2014) *Managing Change* 6th edn. Pearson
- Christensen, C.M., (2016). *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*. Harvard Business Review
- Desouza, K.C., (2017). *Intrapreneurship: Managing Ideas Within Your Organization*. University of Toronto Press
- Goller, I. and Bessant, J. (2017). *Creativity for Innovation Management*. Routledge
- Hamilton, L., Mitchell, L. and Mangan, A. (2014). *Contemporary Issues in Management*. Edward Elgar Publishing Limited.
- Hislop, D. (2013). *Knowledge Management in Organizations: A Critical Introduction*. 3rd ed. Oxford University Press
- Milton, N. and Lambe, P., (2016) *Guide to Embedding Effective Knowledge Management in your Organization*. Kogan Page
- Parsons, E., Maclaran, P. and Chatzidakis, A. (2017). *Contemporary Issues in Marketing and Consumer Behaviour*. 2nd Edn Routledge

- Phillips, P. and Moutinho, L. (2018). *Contemporary Issues in Strategic Management*. Routledge
- Thomas, D.C. and Peterson, M.F. (2017) *Cross-Cultural Management* 4th edn. Sage Publications Inc.

ONLINE RESOURCES

- <http://cmr-journal.org>
- <http://journals.sagepub.com/home/jom>
- <http://www.bapress.ca/jcm.php>
- <http://www.inderscience.com/jhome.php?jcode=ijmp>

MODULE TITLE: Dissertation

MODULE CODE: CMDBST399

LEVEL: 6

CREDITS: 40

TOTAL STUDY HOURS: 400

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	48
Lectures/ seminars	
Directed learning	96
Independent learning	256
Total study hours	400

PRE-REQUISITES: Research Methodologies

EXCLUDED COMBINATIONS:

MODULE LEADER: Dr. Uma Mohan

MODULE CONTRIBUTOR(S):

RATIONALE

The module provides students with the opportunity to undertake a piece of in-depth research on a topic chosen by them. Research for the dissertation may be on a topic in a previously or concurrently studied business module area not otherwise treated in depth in the normal course of studies.

AIMS

The dissertation is deemed valuable for the development of higher cognitive skills and is intended to provide students with the opportunity to work independently in an area of specific interest. Thus, students take a more active role in the learning process. It is seen as a major integrating force and an academic challenge for the student as is reflected by its prominence in the final year. The module is intended to enable the students to improve their abilities of independent working, skills of original and critical thinking and methods of research design, data collection, analysis and presentation.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Critically identify a field and subject area of appropriate research; carry out a sustained piece of research based on the careful consideration of evidence which leads to the formation of a hypothesis, the consideration, evaluation and interpretation of evidence, and the formation of rigorous conclusions based on the consideration of evidence

LO2: Demonstrate a critical understanding and comprehension of the relationship between theory and practice and of the application and synthesis of theory into practice.

LO3: Apply research skills, critical thinking skills, and critical interpretive and comprehension skills to business, management, organisational or related fields of enquiry and form conclusions and make recommendations on the basis of this activity.

LO4: Work independently in designing and executing a research project

INDICATIVE CONTENT

The indicative content of the module includes:-

- Research design and planning research in an ethical manner (protection of human subjects)
- Strategies to enhance the validity of qualitative and quantitative designs
- **Specific research topic identified by the student and agreed with the supervisory team and the Research Methodologies tutor.**

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- IT3: Reviewing the use of information technology
- LP2: Review and Critically Reflect on Progress
- LP3: Evaluate overall effectiveness of strategy and present achievements
- N1: Collecting and recording data
- N2: Working with data
- N3: Presenting your findings
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- PS2: Monitor progress and adapt any problem-solving strategy as necessary to achieve the quality of outcomes required when tackling one complex problem with at least three options.
- PS3: Evaluate your overall strategy considered in PS2 and consider improvements.
- S1: Plan personal work schedules
- S2: Monitor and manage progress on prolonged tasks
- S3: Review achievement of objectives and the effectiveness of your own self-management skills
- WWO1: Planning activities with others
- WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Individual dissertation	8000 to 10000 words	100	LO1, LO2, LO3, LO4	Core

INDICATIVE READING

- Easterby-Smith, M. Thorpe, R, Lowe, A (2018) *Management Research: An Introduction*, (6th ed.) Sage Publications Ltd.
- Fisher, C. (2010) *Researching and Writing A Dissertation: An essential guide for business students* 3rd edn. Financial Times/Prentice Hall
- Gill, J and Johnson, P. (2011) *Research Methods for Managers*, (4th ed.) Sage Publications Ltd.
- Jankowicz, A. (2004) *Business Research Projects*, (4th ed.) Pearson Education.
- Monette, D.R., Sullivan, T.J. & Dejong, C.R. (2013) *Applied Social Research: Tool for the Human Services*, (9th Ed.) Cengage Learning
- Saunders, M, Thornhill, Lewis (2015) *Research Methods for Business Students*, 7th ed., Pearson Education.

MODULE TITLE: Business Project

MODULE CODE: CMDBST398

LEVEL: 6

CREDITS: 40

TOTAL STUDY HOURS: 400

STUDY HOURS BREAKDOWN:

	STUDY HOURS
	48
Lectures/ seminars	
Directed learning	96
Independent learning	256
Total study hours	400

PRE-REQUISITES: Research Methodologies

EXCLUDED COMBINATIONS:

MODULE LEADER: Roger Telfer

MODULE CONTRIBUTOR(S):

RATIONALE

This module prepares students to deliver an integrated business project covering areas of strategy, entrepreneurship and change. These could be related to any industry or business area. It enables students to integrate the skills and knowledge acquired from other modules on the programme and develops specific skills in project management and business research. Participants will have the opportunity to investigate and report on current issues facing an organisation(s) with tutorial support from a subject expert on a one-to-one basis.

AIMS

The module aims to introduce and develop the skills needed to conceptualise a problem, make use of available literature, design a research strategy, evaluate, organise, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues.

The Business Project module enables the student to integrate the knowledge acquired in the taught modules at all levels of the programme. Students will develop the ability to apply that knowledge to the analysis and solution of the kinds of business and management problems that are encountered in the development of a viable and persuasive business proposal. It also develops the skills to communicate proposed solutions and the rationale behind them to an audience of potential investors. It allows the learner to present a plan of action on the basis of the research and speak persuasively with respect to the feasibility of the action and the likelihood of it leading to business success.

LEARNING OUTCOMES

Upon successful completion of the module the students will be able to:

LO1: Independently undertake the necessary research and identify, evaluate, design, and critically consider for implementation a viable business proposal project which is supported by a full business plan taken/developed to pre-launch stage

LO2: Undertake the necessary research and identify, evaluate, design and critically consider for implementation a viable business proposal project which is supported by a full business plan taken to pre-launch stage

LO3: Demonstrate a critical understanding and comprehension of the relationship between theory and practice and of the application and synthesis of theory into practice particularly related to the formulation of business projects and planning requirements.

LO4: Apply research skills, critical thinking skills, and critical interpretive and comprehension skills to business, management, organisational or related fields of enquiry and form conclusions and make recommendations on the basis of this activity which are particularly related to the development of a Business Project and Business plan.

INDICATIVE CONTENT

The indicative content of the module includes:-

- Problem identification and research question/hypothesis generation
- Research design and planning research in an ethical manner (protection of human subjects)
- Strategies to enhance the validity of qualitative and quantitative designs

- Descriptive statistics and graphical presentations
- Measurement issues including reliability and validity
- Specific research topic identified by the student and confirmed and agreed with Supervisory staff team and with the agreement of the Research Methodologies tutor

LEARNING AND TEACHING METHODS

A variety of teaching approaches is used, including lectures, seminars, case analysis and extensive use of electronic resources for guided research.

EMPLOYABILITY SKILLS

On successful completion of this module, a student will have had opportunities to demonstrate achievement of the following Employability Skills:

- C1: Reading, selecting, analysing and synthesising information from a range of sources
- C2: Producing different types of document
- C3: Participating in discussions
- C4: Making presentations
- LP1: Develop a strategy for using a range of skills to improve own learning and performance
- IT1: Preparing information
- IT2: Processing and presenting information
- IT3: Reviewing the use of information technology
- LP2: Review and Critically Reflect on Progress
- LP3: Evaluate overall effectiveness of strategy and present achievements
- N1: Collecting and recording data
- N2: Working with data
- N3: Presenting your findings
- PS1: Develop a strategy for using skills in problem solving, for a short-term routine problem and a longer term extended problem.
- PS2: Monitor progress and adapt any problem-solving strategy as necessary to achieve the quality of outcomes required when tackling one complex problem with at least three options.
- PS3: Evaluate your overall strategy considered in PS2 and consider improvements.
- S1: Plan personal work schedules

S2: Monitor and manage progress on prolonged tasks

S3: Review achievement of objectives and the effectiveness of your own self-management skills

WWO1: Planning activities with others

WWO2: Working towards identified targets

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes assessed	Core or non-core
1	Individual business project	8000 to 10000 words	100	LO1, LO2, LO3, LO4	Core

INDICATIVE READING

- Saunders, M, Thornhill, Lewis (2015) *Research Methods for Business Students*, 7th ed., Pearson Education.
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