Upon request to your Programme Administrator this handbook can be provided in an alternative format.

CONTENTS PAGE

PURPOSE OF THIS HANDBOOK

This handbook provides you with a detailed introduction to your programme. You will find details of what you will study and how you will be assessed, the support that will be available to you, and information on other opportunities available whilst you are studying. An updated version of this handbook is produced each year – you will be able to access the latest version electronically on the University's Online Learning Environment, Brightspace. This handbook should be read in conjunction with the online LSC University of Suffolk Student Handbook which provides more general information and guidance about:

- LSC and University of Suffolk (including facilities and resources and key points of contact)
- Making the most of the learning opportunities available to you
- Managing your study
- The support services available to you
- Arrangements for listening and responding to your feedback
- Ways in which you can get involved in improving the student experience at the University
- University regulations, policies and procedures.

If you cannot find the information you need in this handbook, further information can be found on MySuffolk and in the online Student Handbook, where the most up-to-date versions of general information is made available electronically (including all University policies and procedures). Alternatively, please ask a member of your programme team who will be happy to help you.

WELCOME STATEMENT FROM THE PROGRAMME LEADER

We are pleased to welcome you to the MBA programme awarded by the University of Suffolk. The MBA programme is delivered by the London School of Commerce, an associate college of University of Suffork.

This handbook has been designed to provide both students and tutors with the necessary guidance to fulfil their roles within this programme of study. During your study your tutors will help in any way they can and, where necessary, will refer you to a specialist advisor via Student Services. Both at LSC and at the University of Suffolk, there is a commitment to provision of equal opportunity and support for all students.

Students are expected to attend all the lectures, seminars, tutorials and other planned teaching, learning and assessment activities prescribed for their programme. As a student of the University of Suffolk you are part of an academic community and expected to contribute to the learning experience.

The staff and programme delivery team takes great care to ensure that your time at LSC will not only help you in achieving your ambitions, but will also be a memorable and enjoyable experience.

We very much hope you enjoy the programme.

Dr Rajendra Kumar

MBA Programme Leader

PROGRAMME TEAM

We hope that it will not take you long to settle in to your programme at LSC, in partnership with the University of Suffolk that and get to know relevant staff. The programme team are here to assist you directly in the achievement of your academic, professional and personal goals, and help you on your path to your chosen career.

Below is a list of people who you are likely to meet during the course of your studies, along with their contact details:

Role	*Name*
Course Leader	*Dr Rajendra Kumar (Rajendra.Kumar@lsclondon.co.uk)*
Programme Administrator	*Ms. Carolann Maxworth (Carolann.Maxworth@lsclondon.co.uk)*

Faculty Contact Details

Role	*Name*
Senior Programme Leader	*Dr Uma Mohan (uma.mohan@lsclondon.co.uk)*
Lecturer	*Mr. David Mwaura (david.mwaura@lsclondon.co.uk)*
Lecturer	*Mr. Chandranna Rayadurg (chandranna.rayadurg@lsclondon.co.uk)*
Lecturer	*Mr. S. A Palan (sa.palan@lsclondon.co.uk)*
Lecturer	*Mr. Guru Srinivasan (guru.srinivasan@lsclondon.co.uk)*
Lecturer	*Professor Paul Reynolds (paul.reynolds@lsclondon.co.uk)*
Lecturer	*Dr Rajendra Kumar (Rajendra.Kumar@lsclondon.co.uk)*
Lecturer	*Mr. Anand Walser (anand.walser@lsclondon.co.uk)*
Lecturer	*Terry Johnson Terry.johnson@lsclondon.co.uk*
Lecturer	*Dr Vijay.Shenai vijay.shenai@lsclondon.co.uk*

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to a Higher Education award of the University have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Course Leader.

Your Contact Details

It is vitally important that the London School of Commerce has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules. Failure to inform the London School of Commerce of any changes in this respect is likely to cause some or all of the following problems:

- failure to keep you generally informed;
- failure to contact you in an emergency;
- clashes on your examination timetable and delays in its production;
- failure to progress to the next level of study as a result of not completing sufficient credits at the correct level;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

Roles of Programme Team Members

Some members of your programme team take on particular roles and responsibilities within the programme's operation. Descriptions of how your programme leader, personal tutor, module leaders, and other lecturers and tutors support you in your studies and learning are explained in the LSC University of Suffolk Student Handbook, as is the role of the External Examiner.

Your programme

In the following sections we describe your programme of study in a number of ways. In the next two sections we explore what the programme is about and what we are trying to achieve through it. Then we go into more detail describing what you will be expected to get out of the programme, and specifying how the programme is structured into modules. Details of your programme, along with a copy of this handbook and other programme information, can be located in your programme area of Brightspace.

Programme Rationale and Philosophy
This is a general management programme designed for those in, or aspiring to, senior management positions or those looking for conversion from specialist fields to that of general management. It is also intended for those with entrepreneurial objectives. The MBA prepares participants for early entry into positions holding significant general management responsibilities, whilst developing a thorough understanding of the principal functional areas of management.

The programme team recognises the importance of keeping a management programme at the cutting edge of learning in a rapidly changing business environment and is committed to that goal.

Our particular programme is also built around five key framing objectives: plurality, advocacy, enterprise, responsibility and application.

Plurality
Our MBA programme attracts students from all around the world. As business increasingly transcends national boundaries, a knowledge of various business cultures and management methodologies is essential. You are urged to recognise multiple perspectives, and learn from one another's cultural experience. Equally, our MBA programme attracts students from a wide range industries spanning the private, public and voluntary sectors. This brings further experiential diversity to the programme.

Advocacy
Generally, the approach to management we seek to cultivate in our students is one of diplomacy, support and enablement, rather than top-down command-and-control. This resonates with contemporary management theory, and better reflects the dynamics of organizational life.

Enterprise
Irrespective of whether you come from an entrepreneurial or managerial background, the skills associated with enterprise are essential. Notably, we seek to equip our students with an ability to think creatively and with an overriding concern for innovation. To this end, you are very much encouraged to take advantage of the resources associated with our Innovation Centre while studying at Suffolk.

Responsibility

Managerial influence rightly raises questions of responsibility. The ethics of business – and its practice – underpins each of our modules.

Application
The Suffolk MBA distinguishes itself from others in the marketplace through its emphasis on application. Students are encouraged from the outset to put into practice what they learn in the classroom in their own place of work. Additionally, we provide multiple opportunities for live consultancy experience throughout the programme. You are very much encouraged to take advantage of these opportunities; not only will they enhance your management skills, but upon graduation they will help distinguish you in a competitive marketplace.

Programme aims
The overall aim of the MBA is to develop the analytical and strategic management skills of the students using concepts derived from a wide range of academic disciplines thus enabling them to respond creatively and effectively to the challenges of the global business environment.

This overall aim embraces a number of distinct and individual aims.

- To provide a coherent and integrated programme of study that will satisfy the needs of students and organizations operating within increasingly complex, dynamic and diverse external environments.

- To develop students' intellectual ability; based on analysis, synthesis and reflection, to analyse complex and changing environments.

- To enable students, in terms of personal efficacy, to plan, develop and implement responses to changing environments using an interdisciplinary approach to management.

- To enable students to identify sources of sustainable strategic advantage for an organization but also to be more self-confident in managing and dealing with strategic level issues.

- To provide an opportunity for experienced specialists to broaden the range of management responsibilities they can undertake with confidence.

Programme learning outcomes
In this section we list what we expect you to gain from studying this programme. Our expectations are presented in terms of *learning outcomes*, statements defining specific abilities and skills which you will need to demonstrate to complete the programme.

Derived from the 5 aims (above), the learning outcomes are appropriate for a level 7 programme and are set out below. They also reflect and incorporate the QAA Subject Benchmark Statement for Master's Degrees in Business and Management (2015):

Learning outcomes are also specified for each module, which are detailed in the module specification at the end of this handbook.

By the end of the MBA programme participants are expected to demonstrate the following:

1. A systematic, critically-informed understanding of organizations and how they are managed.
2. The ability to apply relevant knowledge to dealing with complex situations while simultaneously exercising a sensitivity to extant relationships, cultural considerations and formal procedures elsewhere in the business or organization

3. The awareness and ability to both marshal and manage the implications of ethical dilemmas and work proactively with others to formulate appropriate solutions to these dilemmas.

4. A critical awareness of both current and prospective issues in business and management informed by leading edge research and practice in the field.

5. An understanding of appropriate techniques to allow thorough investigation of relevant business and management issues.

6. A practical understanding of how both established and evolving techniques of research and enquiry are used to generate relevant knowledge as well as an understanding of how that knowledge may be applied creatively.

7. Increased critical awareness and the ability to undertake analysis of complex, incomplete or contradictory areas of knowledge and communicating the outcome effectively.

8. The ability to conduct research into business and management issues that requires familiarity with a range of relevant data in order to inform the learning process, as well as a level of conceptual understanding to critically evaluate published research in order to identify new or revised approaches to practice.

9. The ability to navigate the challenges of working under pressure in a group as either member or leader, where appropriate.

10. The ability to communicate complex data effectively, both orally and in writing, and to demonstrate professionalism and proficiency in the use of relevant media.

Exit award learning outcomes

Participants seeking the Postgraduate Certificate of Management are expected to realise learning outcomes 1-3, above.

Participants seeking the Postgraduate Diploma of Management are expected to realise learning outcomes 1-7, above.

MBA Programme structure
The MBA Programme is structured within a flexible Curriculum Framework and a 180 credit structure and has been designed to accommodate a number of factors.

The three trimester stages in the delivery of the curriculum have been designed to fit within the envelope structure of the 180 credit framework.

The three trimester programme comprises:-

1) The *Core Subject* stage
2) The *Electives* pathway of study stage
3) The *Major Project* stage

Each curriculum stage is broadly equivalent to a trimester within the programme

The programme design is based on the following staged Learning structure:-

1) The *Core Subject Stage,* (Trimester 1) designed to provide study in three Core Subject Modules
2) The *Pathway of Study (Electives) Stage,* (Trimester 2) which provides the opportunity for students to study two compulsory Core Modules plus two Elective Modules

The *Major Project Stage* (Trimester 3), which enables students to undertake and complete: -
(i) a sustained piece of research/applied research which leads to-
(ii) the production and completion of a significant Major Project.

The Major Project may be completed in three career related/professional focussed modes, namely: -

(1) A Dissertation, OR
(2) An Integrated Case Study (current or retrospective focus), OR
(3) A Business Development Proposal (current/prognostic focus).

Detailed Programme Structure

This programme includes two types of module:

- Mandatory modules: these are modules that you must take and pass in order to meet the requirements for your award.

- Optional modules: These are modules you can select to complete as part of your studies. You will be required to complete one optional module from the two offered.

Module Code	Module Title	Credits	Module Type[1]
CPLMBAM01	Strategic Human Resource Management	20	Mandatory
CPLMBAM02	Marketing Management	20	Mandatory
CPLMBAM03	Financial Management and Entrepreneurship	20	Mandatory
CPLMBAM04	Managing Strategic Change	20	Mandatory
CPLMBAM05	Research Methodologies	20	Mandatory
	Options (students choose any TWO)		
CPLMBAM06	Corporate Finance	10	Optional
CPLMBAM07	Financial Markets & Investment Analysis	10	Optional
CPLMBAM08	Strategic Marketing	10	Optional
CPLMBAM09	International Marketing Management	10	Optional
CPLMBAM10	International Business	10	Optional
	Students will only choose ONE)		
CPLMBAM99	Dissertation	60	Mandatory
CPLMBAM97	Business Development Proposal	60	Mandatory
CPLMBAM98	Integrated Case Study	60	Mandatory

Exit awards

The full MBA award requires students to successfully complete 180 credits. However, upon the successful completion of 60 credits, students will be eligible for a Postgraduate Certificate of Management exit award. Upon the successful completion of 120 credits, students will be eligible for a Postgraduate Diploma of Management exit award.

Course Learning Outcomes

The following statements define what students graduating from the Masters in Business Administration (Global) 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 7 awards as set out by the UK Quality Assurance Agency (QAA)2.

A. Knowledge, understanding and skills

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[1] Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the Framework and Regulations for Taught Postgraduate Awards

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

(i)   Knowledge and Understanding:
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, organisational and global 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 strategic management processes within the context of the prevailing internal and external environment

A5   Demonstrate a critical, analytic and evaluative application of theory to the advancement of management practice and within the context of professional business practices

A6   Demonstrate a critical awareness and utilisation of research and applied research and scholarship in the evolution of business studies and management practices

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

B1   Critically reason, synthesise judgements, 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 judgements on these

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

B7   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

(iii) 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 and independently 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 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   Communicate effectively and efficiently while utilising appropriate means and media of communication

C5   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

(iv) 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

D5   Effectively clarify and prioritise the addressing of individual and group tasks and lead or work within a group towards meeting the requirements of defined deadlines and outcome specifications

D6   Practice and promote on-going personal development

Course Design

The design of this course has been guided by the following QAA Benchmarks, Professional Standards and Competency Frameworks:

- QAA degree characteristics documentation and Subject Benchmark Statements in: Master's degrees in business management (QAA) 2007: and Master's degree characteristics (QAA) March 2010.
- International accreditation bodies such as Chartered Association of Business Schools (CABS); Association of MBA (AMBA), Association to Advance Collegiate Schools of Business (AACSB); the UK Council for Graduate Education guidelines.

YOUR STUDY

Your experience as a student here at London School of Commerce is designed to enable you to explore your subject, develop your own knowledge and skills, and prepare for your future. While the scheduled sessions provided for you on this programme are an essential part of your learning, so is the time you spend in independent study and in completing assessment activities. You need to plan to do about 200 hours (including classes) for each 20 credit module. Your programme team, in conjunction with the Learning Services team, will do their best to support you in your learning to enable you to use all your time effectively in reaching your goals and achieving success in your studies.

TIMETABLE AND INDUCTION
Your timetable will be available at the LSC student portal via https://portal.lsclondon.co.uk . Full-time students complete the programme over one calendar year, with attendance, typically, two days per week. Naturally, there is also a significant level of independent study required at Masters' level.

Prior to the commencement of teaching, all students are expected to attend the MBA induction session. As part of this induction, LSC will aim to equip students with an awareness of key academic requirements at postgraduate level.

LEARNING AND TEACHING
It is our aim to provide students with a range of learning environments and styles of teaching and learning which will suit the varied subject matter within the different modules, and support the needs of students at all levels of the programme. Teaching and learning will take place in the context of lectures, seminars, workshop activities,
In general, the strategies employed will encourage you to become a self-motivated, independent learner capable of directing your own study, whilst maintaining the academic rigour and quality expected of postgraduate study.

Please see each of the module guides for a detailed description of the learning and teaching methods deployed in each case.

EMPLOYABILITY SKILLS
Developing employability skills is one of the core graduate attributes. The BABS programme is designed to enhance students employability skills through various teaching and learning methods including case studies analysis, team work, presentations etc. Further details are available from your Course Leader.

LIBRARY AND LEARNING RESOURCES
All students have access to digital and information literacy and research skills support to assist them in their studies. The primary provision is from the London School of Commerce library services; further details are available from the institution. In addition, students may be able to access some of the University's electronic resources, where licensing allows. For further details please go to the Library and Learning Resources web page for partner students at:

VIRTUAL LEARNING ENVIRONMENT (VLE)

London School of Commerce has its own Virtual Learning Environment. You will be able to access via the student portal. Further details will be given to you by your Programme Leader.

In addition, you will also be able to access to the University of Suffolk online learning environment which is known as Brightspace.

Brightspace is a next–generation online learning environment that has the ability to transform learning into a digital experience by providing the students with an individualised learning path, by enabling flexible pacing, communication and collaboration, and by offering an adaptive learning approach that breaks free of traditional "one-size-fits-all" learning models.

These approaches, however, fundamentally allow students to engage in the learning materials at home in an environment they feel comfortable in, freeing up the face to face time to engage in skills such as analysing, evaluating and creating whilst in the presence of their peers and supportive academic staff.

You will receive guidance as to the use of Brightspace as part of your induction session at LSC.

ASSESSMENT

In this section you will find guidance in respect if the assessment on your programme, as well as information on the frameworks and regulations that control the assessment processes. The Assessment Matters area of the My Programme area of MySuffolk should be your first point of call for more detailed explanations and guides of the processes and regulations associated with assessment.

ASSESSMENT ON THIS PROGRAMME
Assessment is an integral part of academic study, designed to complement and extend your learning, and to recognise your achievements towards your award. The assessments on your programme will be varied to suit the modules' learning outcomes and to enable you to experience and adapt to different forms of assessment.

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around

feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

REFERENCING
The Harvard Reference system is the standard format used on the programme. The following link to the Library gives detailed support on Harvard referencing and this topic will be included in the pre-programme study skills sessions.

http://libguides.uos.ac.uk/academicskills/referencing

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Director for any forms of coursework that cannot be submitted via Turnitin.

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

EXTENUATING CIRCUMSTANCES

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website:
https://www.uos.ac.uk/sites/default/files/Extenuating-Circumstances-Policy.pdf

ADDITIONAL NEEDS IN TERMS OF ASSESSMENT
If you have any additional needs in terms of assessment, it is your responsibility to liaise with programme leader regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Course Leader.

ACADEMIC APPEALS
Information about how to appeal is provided in the 'Academic Appeal Procedure' in the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:

https://www.uos.ac.uk/sites/default/files/Academic-Appeals-Procedure.pdf

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your

appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

ASSESSMENT REGULATIONS

The rules and regulations that govern the assessment of your Programme of Study are available in the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:
Error! Hyperlink reference not valid.
https://www.uos.ac.uk/content/assessment-frameworks-and-regulations

Responsibilities of students in relation to the assessment process
As noted in the Academic Quality Handbook, students are responsible for ensuring that:

i)   They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
ii)   They attempt every assessment component of a module.
iii) They attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that they are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to them in advance.
iv)   They submit work for assessment as required and in accordance with the required format and deadline.
v)   They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.

ASSESSMENT SUMMARY

MBA Programme (Global)		
Module Title	**Credits**	**Assessment**
Marketing Management	20	Individual Report 50%- 2500 words; Group presentation 50% - 2500 words
Managing Strategic Change	20	Individual Report- 50%- 2500 words; Individual Case Study Analysis -50% - 2500 words
Strategic Human Resource Management	20	Individual Assignment - Case Study - 5000 words - 100%
Financial Management and Entrepreneurship	20	2 Components: Individual Report- 50% - 2500 words; Individual Business Plan - 50% - 2500 words
Research Methodologies	20	Research Proposal - 5000 words - 100%

Choose 2 modules		
Corporate Finance	10	Individual Report -2500 words - 100%
International Marketing Management	10	Individual Report / Plan -2500 words - 100%
International Business	10	Individual Report / Plan -2500 words - 100%
Financial Markets & Investment Analysis	10	Individual Report -2500 words - 100%
Strategic Marketing	10	Individual Marketing Plan -2500 words - 100%
	120	
Students choose ONE		
Dissertation	60	Research Reflection Report (2000-3000 words) - 20%; Dissertation (10000-12000 words) - 80%
Business Project	60	Research Reflection Report (2000-3000 words) - 20%; Business Development Plan (10000-12000 words) - 80%
Integrated Case Study	60	Research Reflection Report (2000-3000 words) - 20%; Case Study Analysis (10000-12000 words) - 80%
Total	**180**	

*Core components of assessment are central to the assessment of the module and must be passed at the full pass mark in order for you to pass the module overall.

*This is **50% for postgraduate programmes***)

ASSESSMENT SCHEDULE

Your programme has an assessment schedule which is agreed by the programme team to ensure that, where possible, your assessment load is distributed through the year. The amalgamated assessment schedule for all your modules, recording planned submission deadlines and dates for the return of feedback on each assessment, will be distributed near to the beginning of each semester and will be made available to you in the student portal.

ASSESSMENT AND MARKING CRITERIA

The nature of the assessment proposed for each module will reflect the level of that module and its academic and practical content. The assessment is marked according to particular criteria, which are based on the Learning Outcomes.

A supportive learning environment will be provided to encourage you to explore and develop your own learning style and develop basic skills relating to research and methods of presenting work.

Once the deadline for submission of work has passed, the lecturer responsible for marking the work will arrange for the work to be graded and moderated. Provisional grades and feedback are normally available within in 20 working days

Grading of work is carried out using grading criteria; these are shown on the following pages. These are general statements and will be 'contextualised', that is 'tailor made', to fit each assignment by the module tutor. These are clear statements of what needs to be demonstrated in the submission to attain the grades.

Each assignment will have one or more criteria, each of which must be realised to gain an overall pass grade. If all the criteria are not met the assignment cannot pass. Combining marks for each criterion attains higher grades and grading is against the scale specified in the assessment regulations.

The assignment grade will be awarded by the tutor against the piece of work considered in its entirety. The pass mark for each piece of assessed work is 50. You will find the Grading Criteria included with every assignment you are set, formulated to fit that particular assessment. The general Grading Criteria are depicted in the table further down with example weightings to help illustrate how the grading criteria may be used.

Group based assignments:
Group work encourages peer learning and peer support. The educational benefits of students working cooperatively in groups are threefold.

- Peer learning enhances student experience and learning
- Group work can be extremely challenging, not least in respect of cultivating the skills of diplomacy and mediation in cases of disagreement
- Employers value the teamwork and other generic skills that group work may help to develop

The design of assignments is central to focusing on the benefits of group work based assessments. Part of the process will also require tutors and or students to provide explicit guidelines that:

- Determine group membership
- Establishing the role(s) and responsibility of group members
- Schedule group meetings
- Define group processes and procedures

Assessment of group work will focus on four factors.

- Whether what is assessed is the product of the group, the process of the group, or both
- The criteria that will be used to assess aspects of the group work
- Who will apply the assessment criteria to determine marks?
- How marks will be distributed (shared group mark, group average, individually, combination)

Therefore, tutors may choose from a range of approaches dependent on the learning outcomes of the individual modules, namely:

- Shared group mark – group submits one product and all group members receive the same mark from the tutor regardless of contribution
- Individual mark (allocated task) – each group member completes an allocated task that contributes to the final group product and gets the mark for that task
- Individual mark (individual report) – each group member writes and submits an individual report based on the group's work on the project

Level 7

In accordance with the FHEQ, at the end of Level 7 students should have a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. They will be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. They should have a conceptual understanding that enables them to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will also be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. In addition, they will be able to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

		Assessment category			
		Coherent and detailed knowledge and understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline	**Cognitive and intellectual skills**	**Application of theory to practice (for programmes with a professional practice element)**	**Reading and referencing**	**Presentation, style and structure** Work that significantly exceeds the specified word limit may be penalized
Pass mark, demonstrating achievement of all associated learning outcomes	90%-100%	Exemplary systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study, demonstrating highly sophisticated grasp of the subject matter	Exceptional critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates exemplary ability to synthesise current research and advanced scholarship in an original, creative and innovative manner.	Sophisticated, systematic and innovative application of knowledge and theory to professional practice within the discipline. Flawless use of systematically selected literature to justify and express reasoned judgements and decisions in relation to complex issues and problems at a professional level	A very high level of critical engagement across a systematic and fully appropriate range of relevant and current academic, research, policy- and practice-related literature demonstrating deep and selective reading and initiative along with highly consistent accurate referencing	Exemplary presentation of work that is fluent and flawless throughout.
	80%-89%	Excellent systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study and showing sophisticated depth, breadth, detail and clarity	Sophisticated critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates a very high level of originality and creativity in the student's approaches to synthesising	An excellent level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of excellent critical awareness and evaluation and the ability to effectively critique and employ current academic literature in making reasoned judgements and	A very high level of critical engagement across an extensive range of relevant and current academic, research, policy- and practice-related literature demonstrating deep and appropriate reading and initiative along with highly consistent accurate referencing	Outstanding presentation of work that is logically and coherently structured with a strong or original central argument(s), conveyed with a high level of fluency and eloquently communicates compelling, coherent conclusions to specialist and non-specialist audiences

		current research and advanced scholarship within the subject area	decisions in relation to complex issues and problems at a professional level		

Level 7		Coherent and detailed knowledge and understanding	Cognitive and intellectual skills	Application of theory to practice	Reading and referencing	Presentation, style and structure
Pass mark, demonstrating achievement of all associated learning outcomes	70% – 79%	A high level of systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study and showing considerable depth, breadth, detail and clarity	A high level of critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates a significant level of originality and creativity in synthesising current research and advanced scholarship within the subject area	A high level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of excellent critical awareness and evaluation and the ability to select and use academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level	A high level of critical engagement across an extensive range of relevant and current literature demonstrating wide and appropriate reading and initiative along with highly consistent accurate referencing	Excellent presentation of work that is logically and coherently structured with a strong or original central argument(s), conveyed with a high level of clarity of expression and which clearly communicates valid, coherent conclusions to specialist and non-specialist audiences
	60% – 69%	An effective, systematic, theoretical and conceptual understanding of knowledge mostly at or informed by the forefront of the field of study and showing good depth, breadth, detail and clarity	An effective level of critical evaluation and awareness of current problems and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates some effective originality and creativity in synthesising current research and scholarship within the subject area	A good level of originality and innovation in the application of knowledge and theory to professional practice. Demonstration of consistently good critical awareness and evaluation and reasonable ability to use the academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level	A good level of critical engagement across a good range of relevant and current academic, research, policy- and practice-related literature demonstrating appropriate reading and some initiative along with consistent accurate referencing	High quality presentation of work that is largely logically and coherently structured with a generally strong central argument conveyed with a clarity of expression and which communicates clear conclusions to specialist and non-specialist audiences
	50% – 59%	A sufficient but limited level of systematic, theoretical and conceptual understanding of knowledge at times at or informed by the forefront of the field of study but showing adequate depth, breadth, detail and clarity	A sufficient but limited level of critical evaluation and awareness of current problems and contemporary issues and debates, with some reference to new insights or perspectives within the field. Limited evidence of originality and creativity in synthesising current research and scholarship within the subject area	A reasonable but limited level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of some good critical awareness and evaluation and some ability to use the academic literature in developing judgements and decisions in relation to complex issues and problems at a professional level	Sufficient critical engagement with a reasonable range of relevant and current academic, research, policy- and practice-related literature demonstrating mainly appropriate reading but limited initiative and/or some minor inconsistencies and inaccuracies in referencing	Generally good presentation of work that is sufficiently logical and coherent in structure with a discernible central argument. May present limited originality and lack some clarity of expression, but an identifiable conclusion reasonably communicated to specialist and non-specialist audiences

Level 7		Coherent and detailed knowledge and understanding	Cognitive and intellectual skills	Application of theory to practice	Reading and referencing	Presentation, style and structure
Marginal fail	45% – 49%	Knowledge and understanding of the subject matter is incomplete, uninformed or limited in its scholarship within the field of study, or lacking sufficient depth, breadth, detail or clarity	Critical evaluation is limited or lacks awareness of current problems and contemporary issues and debates. Insufficient reference made to new insights or perspectives within the field, or insufficient evidence of originality and creativity in synthesising current research and scholarship within the subject area	Insufficient degree of originality or innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of poor critical awareness and evaluation or a lack of ability to use the academic literature in developing judgements and decisions in relation to complex issues and problems at a professional level	Insufficient critical engagement with relevant and current academic, research, policy- and practice-related literature. Lack of evidence of wider reading or a lack of initiative or inconsistent and inaccurate referencing	Presentation of work shows insufficient organisation or central argument, and is lacking in logical and coherent structure. Poor clarity of expression weakly communicating to specialist or non-specialist audiences
Fail	30% – 44%	Limited knowledge and understanding of the subject matter shown. Work is not sufficiently informed by scholarship within the field of study and is insufficient in depth, breadth, detail or clarity	Insufficient evidence of critical evaluation and awareness of current problems and contemporary issues and debates. Insufficient reference to new insights or perspectives within the field and lacking in originality and creativity in synthesising current research and scholarship within the subject area	Little evidence of originality and innovation and a significant lack of application of knowledge and theory to professional practice demonstrating little critical awareness and evaluation and a lack of ability to use the academic literature to make judgements and decisions in relation to complex issues and problems at a professional level	Little evidence of critical engagement with relevant and current literature. Poor use of appropriate sources and/or inconsistent and inaccurate referencing	Often poorly presented work that is disorganised, has an ill-formed central argument, and lacks a logical and coherent structure. A lack of clarity of expression or fails to communicate effective conclusions to specialist or non-specialist audiences
	< 30%	Inadequate and limited knowledge and understanding of the subject matter shown. Work is not informed by scholarship within the field of study and significantly lacks depth, breadth, detail or clarity	Descriptive work with little or no evidence of critical evaluation and awareness of current problems and contemporary issues and debates. No evidence of awareness of new insights or perspectives within the field. Little or no synthesis of current research and	No evidence of originality and innovation and little to no application of knowledge and theory to professional practice. Demonstrates no critical awareness and evaluation and a distinct lack of ability to use the academic literature in an effective manner	No evidence of critical engagement with relevant and current literature. Lack of use of appropriate sources and inconsistent and inaccurate referencing	Poorly presented and disorganised work that lacks a logical and coherent structure, lacks a well-formed central argument and shows a significant lack of clarity of expression with very weak or irrelevant conclusions, that may be

			scholarship within the subject area			incoherent to specialist or non-specialist audiences

FEEDBACK

Feedback is provided via the student portal. The style of feedback will vary according to the nature of the module you are studying but you can expect to receive both general feedback (a paragraph of roughly 5 or 6 sentences) as well as some specific comments annotated to the document itself.

RECOGNITION OF PRIOR LEARNING (RPL)

Some students will be able to use previous study at a similar level, or experience gained through work or other settings against modules on this programme.

A detailed student guide to RPL processes is available on MySuffolk– you are advised to look at this if you suspect that you could make use of RPL as credit against modules on this programme. Following consultation of this guide, if you wish to explore this further you should contact the Programme Leader.

ASSESSMENT REGULATIONS

The Framework and Regulations for Taught Postgraduate Awards and other policies relating to assessment, can be found on MySuffolk. You should ensure you read and understand these regulations. The Programme Team strictly adheres to these regulations and you should become familiar with the terms used. Please ask for clarification if you are unsure of any policy or regulation. A more detailed exploration of the assessment processes is provided in the University of Suffolk Student Handbook and you are strongly advised to familiarise yourself with these early on in your studies.

CONFIDENTIALITY

In the course of your study and assessment activities you are likely to be asked to consider personal or commercially sensitive information and data. This might include case studies that you are required to work through, examples of real-life situations used to illustrate ideas or concepts, or examples from your fellow students' experiences shared in discussions. Whenever personal or commercially sensitive information is made available, you must treat it in confidence and ensure that you do not identify people or organizations by name or in such a way, that even if you do not explicitly name them, they are still identifiable. Should you want to include personal or commercially sensitive information or data within assessment submissions, you must seek and gain explicit written authorisation for such disclosure unless the information has already been officially published in which case you should reference it using the normal protocols. If you are in any doubt regarding material that you plan to use then seek advice from your tutor or programme leader.

ABOUT UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage…'. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that unfair practice has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another *without acknowledgement*, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle.

For submissions, outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations for Students Studying in Partner Institutions* which is published on the Academic Office section on the University's website:
https://www.uos.ac.uk/sites/default/files/Academic-Misconduct-Policy.pdf

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously, you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*

- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for.': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*

- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*

- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; `***if in doubt, provide references'***. Consult your tutors if you have any problems, with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be plagiarised.

Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

ATTENDANCE POLICY

The Attendance and other Policies of London School of Commerce are available from your Course Leader.

International Students with a UKVI Tier 4 Visa

In addition to the attendance requirements of London School of Commerce international students must comply with the Partner Institution's attendance policies for such students. Further details are available from your Course Leader

STUDENT SERVICES

The primary source of student support is from the London School of Commerce student services / learner support department. For further details please contact the London School of Commerce student services / learner support department.

Further details for UWTSD Student Services can be found at: https://www.uos.ac.uk/content/student-services

COMPLAINTS

If you are dissatisfied with an aspect of your experience as a student on the programme, you have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Students are encouraged, in the first instance, to resolve the matter with the person or persons directly involved. If you wish to make a formal complaint, you should in the first instance pursue it through the partner institution's complaints procedures. If you remain dissatisfied, you may invoke the University's Student Complaints Procedure. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in Chapter 13 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website: https://www.uos.ac.uk/sites/default/files/Student-Complaints-Procedure.pdf

Full Module Specifications

MODULE TITLE:	**Strategic Human Resource Management**
MODULE CODE:	CPLMBAM01
LEVEL:	7
CREDITS:	20
TOTAL STUDY HOURS:	200

STUDY HOURS
BREAKDOWN:

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

PRE-REQUISITES:	None
MODULE LEADER:	Dr. Rajendra Kumar

RATIONALE

The rationale for this module is to introduce students to the role of human resource management (HRM) in organisations. The focus will be on the application of HRM in organisations as practised by general and HR managers, including recruitment and selection, performance management, and rewards and compensation. The module will also provide a broader view on the function and impact of HRM by discussing industrial relations, the psychological contract, and international aspects of HRM. The module builds foundations for the subsequent more advanced study of HRM.

AIMS

The module aims to:-

- Enable the student to examine, reflect on and critically analyse theories and practices relevant to management including individual and team-group learning; reflective self-managed learning practices; the facilitation of the learning environment; psychology models and managing people in a variety of settings and cultural contexts.
- Provide a critical introduction to the business concepts, personal development, and process skills which are needed to be successful in an entrepreneurship/small business venture.
- Provide opportunities for critically developing the students' reflective learning abilities particularly those associated with effective and enhanced managerial performance.
- Provide the student with a framework of orientation to the self-directed, active learning methods of the program through the:-
  Discussion and exploration of contemporary ideas on effective leadership and management.
- The utilisation of team exercises, case studies and assessments which provide a framework for reflective learning.

LEARNING OUTCOMES

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

LO1: Develop advanced knowledge and understanding on key theories and models of strategic human resource management and the key trends and issues in the current development of SHRM in the global environment.

LO2: Develop a comprehensive understanding on the role of managers in developing strategic HRM system within organizations, key models and tools for planning, recruiting, selecting process and how to design and effective performance management and appraisal strategies to develop and retain talent within organizations.

LO3: Critically evaluate and analysize the implementation of Strategic HR plan within organizations and High Involvement Work System in creating competitive advantages within organizations.

LO4: Critical reflection and apply different SHRM developments and practices in various business sectors and develop an effective training and appraisal strategy to create high performance organizations

LO5: Discuss and develop appropriate responses to strategic HRM problems based on the critical analysis of organizational issues in talent management and implement effective strategic HR plan.

INDICATIVE CONTENT

- Concepts of Strategic HRM
- Global trends shaping Strategic HRM
- Understanding Manager's role in strategic HRM
- Creating High Involvement Work System (HIWS)
- Developing an effective Strategic HR plan
- Job Analysis and Training
- Performance management and appraisal
- Implementing, monitoring and evaluating strategy HR
- Coaching, career development and talent management

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.

ASSESSMENT

Component Number	Form of Assessment	Assessment Size	Weighting (%)	Learning Outcome Assessed	Core or non-core
1	Individual case study analysis	5000 words	100%	LO1, LO2, LO3, LO4, LO5	Core

INDICATIVE READING

Core Text:

- Armstrong, M. and Taylor, S.(2017) *Armstrong's Handbook of Human Resource Management Practice* (14th ed) Kogan Page

Recommended reading

- Beardwell, J. and Thompson, A.(2017) *Human Resource Management: A Contemporary Approach,* (8th edn) Pearson
- Bratton, J. and Gold, J. (2017) *Human Resource Management: theory and practice*, 6th edition, Palgrave
- Brewster, Sparrow, Vernon (2016) *International Human Resource Management*, 4th edn Chartered Institute of Personal Development
- Dessler, G (2016) *Human Resource Management* 15th edn Pearson
- Boxall, P. and Purcell, J. (2011) *Strategy and Human Resource Management* 3rd edition, Palgrave
- Brewster C, Mayrhofer W and Morley M (2003). *New Challenges for European Human Resource Management*. Palgrave.
- Buchanan, D.A. and Huczynski, A.A. (2013) *Organizational Behaviour*, 8th edition, Pearson
- Henderson, I. (2008), Human Resource Management for MBA Students, London: McGraw-Hill
- Muller-Camen, M., Croucher, R. and Leigh, S. (2008) *Human Resource Management: a case study approach*, London: CIPD
- Price, A (2011) *Human Resource Management*, 4th ed) Thomson Learning
- Torrington, D., Taylor, S. and Hall, L. (2014) *Human Resource Management* (9th ed) Pearson
- Hughes, R.L., Ginnett, R.C. and Curphy, G.J. (2014) *Leadership: enhancing the lessons of experience*, International - 8th edition, McGraw-Hill
- Hayes D K, Ninemeier J D, (2015) *Human Resource Management in the Hospitality Industry* (2nd Edition) John Wiley & Sons
- Crawshaw, J. and Budhwar, P. (2014), human Resource Management: Strategic and International Perspective, SAGE Publications
- Dowson, P, (2015), Personal and Professional Development for Business Students, SAGE Publications
- Watson, G. and Reissner, S. (eds.) (2014) *Developing Skills for Business Leadership*, (2nd edition), CIPD, London
- Weinstein, K. (2012) *Action Learning: a practical guide*, (2nd edition), Gower.
- Whetton D and Cameron K D. (2010) *Developing Management Skills* (8th edition), Pearson Education
- Winstanley, D. (2009) *Personal Effectiveness*, Excel Books

Recommended Journals
- International Journal of Human Resource Management, published by Routledge
- The Journal of Human Capital, published by the University of Chicago Press
- Human Resource Management Journal, published by John Wiley & Sons Ltd

MODULE TITLE:	**Marketing Management**
MODULE CODE:	CPLMBAM02
LEVEL:	7
CREDITS:	20
TOTAL STUDY HOURS:	200

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

| PRE-REQUISITES: | None |
| MODULE LEADER: | |

RATIONALE

This module prepares students for a career in marketing management and for further study for professional qualifications. It focuses on the application of marketing techniques and the management of a firm's marketing resources and activities, building on the students' understanding of basic marketing learned from earlier modules. The aim is for students to have a thorough grounding in the tools and concepts of marketing management, and to develop the skills required to contribute effectively as a member of a marketing team. Overall students should be able to develop familiarity, understanding, confidence and competence in marketing.

AIMS

The module aims to:

- Develop an integrated understanding of the key principles, concepts and theories applicable to and used in marketing and marketing management.

- Develop a critical understanding on formulating effective marketing strategies and policies including those related to the marketing of physical products, and within services marketing.

- Provide a disciplined analysis of the key factors (e.g. the needs, wants, perceptions and preferences of target and intermediary markets) influencing effective product design, pricing, communication, and distribution.

- Provide an understanding of the rationale for marketing decisions and their contexts from a *managerial perspective.* (Including analytic techniques and the development of marketing plans) and incorporates models of decision making. (e.g. logical positivism; entrepreneurship single focus decisions)

LEARNING OUTCOMES

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

LO1 Demonstrate a critical knowledge and understanding on the value of main marketing management theories and frameworks

LO2 Presenting and communicating effectively the process of developing marketing research and the process of formulating integrated marketing plan supported by evidence of critical analysis of relevant theories and models and case studies.

LO3: Demonstrate marketing research skills through a systemic approach of searching, collecting and interpreting and analysing data to support the formation of the appropriate marketing plan.

LO4: Apply key marketing principles and models to formulate marketing strategies under different context through systemic evaluation and analysis of key influencing factors.

INDICATIVE CONTENT

Concepts of the Market

- The market environment
- Consumer markets and buying behaviours
- Analysing business markets and buyer behaviour
- Analysing industries and competitors
- Segmenting targeting and positioning

Concepts of Marketing Management

- Marketing's role in organisational performance
- Building customer satisfaction through value propositions
- Market-oriented strategic planning
- Managing marketing information and measuring market demand

Marketing Strategy

- Differentiating and positioning the marketing offer
- Developing new products and product life-cycle strategies
- Designing strategies for the global market place

Marketing programs

- Managing products and brands
  Managing services
  Pricing decisions
  Marketing channel decisions
  Retailing, wholesaling, and physical distribution
  Marketing communication decisions
  Managing customers

Strategic Marketing Plan

- Digital marketing
- Social Marketing
- The Branding process

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.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Individual Report	2500 words	50	LO1, LO2,	Core
2	Group Presentation	2500 words	50	LO2, LO3, LO4,	Core

INDICATIVE READING

Core Text:
- Lancaster, G and Massingham, L.C. (2017) *Essentials of Marketing Management* 2nd ednRoutledge
- Aaker, D.A. and McLoughlin, D. (2012) *Strategic Marketing Management* 2nd edn John Wiley and Sons
- Kotler, P and Keller, K. (2015) *Marketing Management* 15th ed Pearson Education

Recommended reading
- Jobber, D. (2016) *Principles and Practices of Marketing* 8th edn McGraw Hill Higher Education
- Kapferer, J. (2006) *The New Strategic Brand Management: Advanced Insights and Strategic Thinking* (5th ed.) Kogan Page
- Wilson, R. and Gilligan, C. (2012) *Strategic Marketing Management: planning, implementation and control* (3rd ed.) Routledge
- Dibb,S., Simkin,L. ,Pride,W. And Ferrell,O.C. (2012), *Marketing Concepts and Strategies*, (6th Ed), Houghton, Miffin
- Hartley J. L and London School of Management Studies (2015), *Fundamentals of Marketing Management* , CreateSpace
- Kumar N (2004). *Marketing as Strategy: Understanding the CEO's Agenda for Driving Growth and Innovation.* Harvard Business School Press.
- Masterson,R.and Picton,D.(2014), *Marketing An Introduction*, (3rded) Sage
- Palmer A (2014). *Principles of Services Marketing.(7th edition)* McGraw-Hill.
- West, D. Ford, J. and Ibrahim E. (2015) *Strategic Marketing: Creating Competitive Advantage* (3rd edition) OUP Oxford

Recommended Journals:
Journals that are pertinent at this level are:
European Journal of Marketing
Journal of Strategic Marketing
Journal of Marketing Management
Industrial Marketing Management

Journal of Interactive Marketing
Journal of Business and Industrial Marketing
Journal of Services Marketing
Journal of Marketing
Marketing Science
Journal of the Academy of Marketing Science
European Journal of Marketing
Journal of Strategic Marketing
Journal of Marketing Management.

Additional sources

https://www.emarketer.com/newsletters.aspx
http://www.cynopsis.com/category/cynopsis-digital/
https://contently.com/strategist/
https://coschedule.com/blog/
https://blog.optimizely.com/
http://adage.com/

MODULE TITLE:	**Financial Management and Entrepreneurship**
MODULE CODE:	CPLMBAM03
LEVEL:	7
CREDITS:	20
TOTAL STUDY HOURS:	200

STUDY HOURS BREAKDOWN:

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

PRE-REQUISITES: None

MODULE LEADER:

RATIONALE
This module develops a capacity for critical reasoning and rational analysis, and the ability to apply quantitative and analytical skills. It initially introduces the core techniques and concepts of corporate finance, to develop the practical knowledge and skills required for financial managers to devise, select and implement investment strategies which fit their external and internal organisational environments. Thereafter progressing to develop a solid theoretical and applied foundation upon which students will build a comprehensive understanding of modern finance in final year finance modules. The discipline of finance transcends domestic boundaries. The module relates to the operation of global financial markets and multinational companies. Practical examples given during the module will relate to real-world problems faced by companies operating in international capital markets. The module also provides students with the means to assess business opportunities and to understand how new businesses are created and the necessary conditions for them to thrive and grow. Students should get an overview of what it means to be an entrepreneur and have practical experience in developing a new venture idea.

AIMS
The module aims to:-

- Provide students with a comprehensive overview and understanding of the strategic management of finances and financial concepts within an organisation and of the relationship between management decisions related to financial matters and other conceptual values within financial planning areas as well as to business performance.
- Provide students with a critical understanding of the role of financial principles and the management of financial management responsibilities and their utilisation in an organisation at the strategic level and their impact at the level of decision making within organisations.

- Develop a critical understanding on the relationship of strategic financial principles and decision making process to the regulatory framework of accounting, financial decision making process and ethics in accounting.
- Critically examine the key models which exist and the principal success factors which may be identified in starting and growing a new venture and contextualise these factors within the broader definitions of entrepreneurship, entrepreneurialism, and other models of business launch, growth and life cycle.
- Examine and critically analyse theories and practices relevant to personal, managerial, and entrepreneurial competencies
- Develop the student's awareness and evaluative ability, particularly in identifying the critical role of opportunity creation and opportunity recognition as potential drivers in the identification of successful new venture opportunities
- Evaluate the role of the entrepreneur and critically analyse specific examples of new venture development as a part of successful entrepreneurial activities including the concepts of risk management, individual and corporate hygiene factors underpinning NPD activity

LEARNING OUTCOMES

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

LO1: Develop advanced knowledge and understanding on key theories, models and framework of financial management and identify main factors influencing financial management and investment decision making processes

LO2: Effectively interpret and analyse financial report and data to form critical judgement and develop effective solutions to solve financial problems confronting business enterprises, particularly problems relating to corporate investment, asset management and financing decisions

LO3: Comprehend complex data and interpret strategic implications underpinning the financial report and formulate informed decision makings for the organizations.

LO4: Define and identify the concept of entrepreneurship and entrepreneurism, and key models of new venture creation.

LO5: Evaluate and critically analyze the relationships between knowledge, entrepreneurship and new venture development and complex factors which contribute to the new business development within the national and international context

LO6: Apply models for the screening of new ventures/opportunities to *live* start-up concepts and ideas, and subsequently develop a live case business plan suitable for presentation to investors and industry participants.

INDICATIVE CONTENT

- Key financial management theories and decision making processes
- Analysis of capital investment opportunities
- Working Capital and Cash Management
- Introduction to financial accounting ratios and analysis
- Capital budgeting concepts, methods and issues
- Profit and Profit Measures, Costs and Cost Behaviour

- The entrepreneurial process; Finding, Creating and Evaluating Business Opportunities
- Sources of short-term finance, Long-term debt finance
- Risk management
- Developing Business Plans, Value Chain Analysis and Business Model Canvas
- Financing a business and venture capital
- International entrepreneurship

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.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Individual Report (Financial Analysis)	2500 words	50	LO1, LO2, LO3	Core
2	Individual Business Plan	2500 words	50	LO4, LO5, LO6	Core

INDICATIVE READING

Core Text:
- Brooks, R. (2009) *Financial Management: Core Concepts*, 1st edition, Pearson Education
- Hirsch, R., Peters, M and Shepherd, D (2009) *Entrepreneurship* Erwin Mc Graw-Hill
- Stokes, D. and Wilson, N. (2010) *Small Business Management and Entrepreneurship* Cengage Learning Business Press; Sixth edition

Recommended reading
- Arnold, G. & Estrada, J. (2006) *The Handbook of Corporate Finance*, Prentice Hall
- Block, S.B. & Hirt, G.A. (2008) *Foundations of Financial Management*, 12th edition, McGraw-Hill Education
- Brealey, R. A., Myers, S.C. & Allen, F. (2008), *Principles of Corporate Finance*, 9th edition, McGraw-Hill
- Higgins, R. (2007) *Analysis for Financial Management*, ISE edition, McGraw-Hill Education
- Neale, B. & Pike, R. (2009) *Corporate Finance and Investment Decisions and Strategies*, 6th edition, Prentice Hall
- Titman, S., Martin, J. & Keown, A. (2010) *Financial Management: Principles and Applications: International Edition*, 11th edition, Pearson Education
- Scarborough, N.M. and Zimmerer, T. W. (2005) *Effective Small Business Management: an Entrepreneurial Approach* Pearson Education; 8 edition
- Longenecker, J.M., Moore, C.W. and Petty, J. W. (2003) *Small Business Management* Thompson, South- Western

- Mariotti, S (2003). *The Young Entrepreneur's Guide to Starting and Running a Business.* New York, NY: Random House, Inc
- Coulter, M (2002) *Entrepreneurship in Action* Prentice Hall
- **Pervez N. Ghauri, and V.H. Manek Kirpalani (2017)** *Handbook of Research on International Entrepreneurship Strategy: Improving SME Performance Globally***, Elgar online**
- Miller, M. and D. Orr (1966) : A model of the demand for money by firms, *Journal of Applied Corporate Finance*, Vol. 13 Summer, pp. 8-14
- Miller, M.H. (1991) : Leverage, *Journal of Finance*, Vol. 46, No2, June, pp. 479-488
- Mills, R.W. (1988) : Capital budgeting techniques used in the UK and USA, *Management Accounting*, Vol. 61. January, pp. 26-27
- Stokes, D. and Wilson, N. (2010) *Small Business Management and Entrepreneurship* Cengage Learning Business Press; Sixth edition
- Scarborough, N.M. and Zimmerer, T. W. (2011) *Effective Small Business Management: an Entrepreneurial Approach* Pearson Education; 10th edition
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Useful web Sites:
www.bloomberg.com
www.corporateinformation.com
www.hoovers.com
www.londonstockexchange.com
http://finance.yahoo.com/
www.hemscott.com
www.ft.com
http://online.wsj.com/home-page
http://www.econbrowser.com/
http://www.360financialliteracy.org/

MODULE TITLE:	**Managing Strategic Change**
MODULE CODE:	CPLMBAM04
LEVEL:	7
CREDITS:	20
TOTAL STUDY HOURS:	200

STUDY HOURS BREAKDOWN:

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

PRE-REQUISITES: None

MODULE LEADER:

RATIONALE

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 scheduling of this is phased to match the introduction of the theoretical concepts in lectures. 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.

AIMS

The module aims to:-

- Provide students with a detailed integrative framework for understanding the role and functions of Strategic Management within contemporary business organisations.
- Enable students to comprehend how organisations formulate, implement, and evaluate strategies by using different strategic management tools (e.g. SWOT/PESTEL) and how they internal and external factors influence organizational strategic choice and strategic development and implementation.
- Develop an advanced understanding on key models and frameworks of managing strategic change within organizations and key issues facing organizations during the processes of initiating and implementing strategic change.
- Examine different models of managing effective change within organizations in different context.

LEARNING OUTCOMES

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

LO1: Demonstrate a comprehensive understanding on the nature of strategic management, process of strategic formation and strategic development.

LO2: Develop comprehensive knowledge understanding on the role of leaders in design and develop business strategy.

LO3: Identify and explain the importance of how synthesis of knowledge gained from other business modules may be brought together into a comprehensive understanding of the concepts underpinning competitive advantages.

LO4: Apply relevant strategic analysis tools to identify strategic issues and develop appropriate business strategy.

LO5: Critically appraise key models of managing strategic change and undertake reflective exploration of one's own role as either an agent of change or a participant in the change process and to synthesise sceptically the above learning outcomes into the context of organisations and/or other relevant case studies.

LO6: Undertake reflective exploration of individual experiences in change management either as an agent of change of a participant in the change process to synthesis strategic change management practice in the organisational context.

INDICATIVE CONTENT

- The strategy concept; corporate strategy.
- Models of how organisations formulate strategy.
- Internal and External Force Field Analysis
- Strategic context of change
- Strategy formulation and content of change
- Different forms of organizing and the nature of organizational change
- Models of Strategic Change;
- Leading Strategic change.
- Strategic change in action: managing culture in organizations

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.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Individual Report	2500 words	50	LO1, LO2, LO3	Core
2	Individual Case Study Analysis	2500 words	50	LO4, LO5, LO6	Core

INDICATIVE READING

Core Text:

- Johnson G. and Scholes K. (2017) *Exploring Corporate Strategy: Text and Cases*, (11th Edn) Pearson
- Mintzberg H, Quinn J. and Ghoshal S (2013*) The Strategy Process: Concepts, Contexts, Cases* 5th edn, Pearson

Recommended reading

- De Wit and Mayer (2010) *Strategy* CENGAGE Learning Business Press; 4th Revised edition
- Lynch R. (2006) *Corporate Strategy*, (4th edn) Pitman Publishing, London
- Stacey R. (2015) *Strategic Management and Organisational Dynamics*, (7th edn) Pearson
- McCalman, J., Paton, R. and Siebert, S. (2015) *Change Management* 4th edn, Sage Publications
- Hayes, J. (2014) *The Theory and Practice of Change Management* 4th edn Palgrave Macmillan
- World Wide Internet: Changing Societies, Economies and Cultures. Macau: University of Macau Press, 2009.
- Castells, Manuel.
- The Information Age: Economy, Society, and Culture. 3 vols. Oxford: Blackwell, 1996–2003.
- The Internet Galaxy: Reflections on the Internet, Business, and Society. Oxford: Oxford University Press, 2001.
- Communication Power. Oxford: Oxford University Press, 2009.
- Networks of Outrage and Hope: Social Movements in the Internet Age. Cambridge, UK: Polity Press, 2012.
- Castells, Manuel, Imma Tubella, Teresa Sancho, and Meritxell Roca.
- Kotter J (1995) Why transformational effort fail, *Harvard Business Review* March – April
- Goffee R. and Jones G (2000) Why should everyone led by you? *Harvard Business Review*, Sept – Oct
- Burnes, B. (2014), *Managing Change*, (6th ed.),Pearson.
- Johnson G. and Scholes K. (2011) *Exploring Corporate Strategy*, (8th Edn) Prentice Hall, UK
- Johnson G., Scholes K., and Whittington R. (2006) *Exploring Corporate Strategy: Text and Cases* (Enhanced Media Edition). Prentice Hall.
- Johnson G. and Scholes K. (2013) *Exploring strategy. Text & cases.*, (10th edition)) Pearson Hall,
- Mintzberg H, Lampel B, Quinn J and Ghoshal S (2013*). The Strategy Process: Concepts, Context and Cases* (5th edition). Pearson Education.
- Porter, M. (2004), *Competitive Advantage*, FreePress

MODULE TITLE:	**Research Methodologies**
MODULE CODE:	CPLMBAM05
LEVEL:	7
CREDITS:	20
TOTAL STUDY HOURS:	200

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

PRE-REQUISITES:	None
MODULE LEADER:	Dr. Uma Mohan

RATIONALE

This module will provide students with a comprehensive introduction to research methods which will assist them in undertaking a research project within management accountancy and contribute to the existing body of knowledge. In this module, students will be imparted with the skills needed to formulate a research problem, decide on appropriateness of different data collection methods and acquire the skills to present information in a clear, concise and logical manner.

For the purpose of data collection and analysis, this module will provide information on various primary and secondary data collection techniques and on qualitative and quantitative analysis methods. As a result of this module students will be able to understand the rational for conducting research, the role of the researcher and the suitability of various techniques and methods used to assist research.

AIMS

The module aims to:-

- Introduce students to the essential principles, practices and processes related to the rigorous selection, design, carrying out, analysis, evaluation and completion of a major piece of academic and/or business and management - discipline related research

- Introduce students to the theoretical and practical aspects of research design and evaluation including ethical issues and literature/evidence searches.

- Develop the necessary analytical and critical approaches, evaluative and writing skills, and literature review techniques, in order that students may apply these in the production of a major piece of academic research and/or the production of a major business discipline related research project

- Support the development of the students' abilities in critical analysis, evaluation, the making of informed judgments and the communication of these in (a) academic and (b) professional business and management contexts

- Develop the students' knowledge and understanding of qualitative and quantitative research methods and in the selection and use of appropriate and rigorous research methods including basic descriptive and inferential statistics; questionnaire design and evaluation; data analysis and advanced qualitative research methods.

- Develop the students' insights into how to conduct their own robust and rigorous evaluations of business and management issues and their ability to interpret the validity and rigour of the research of others.

- Develop the students' practical and professional abilities in applying and reviewing business and management research in both academic and simulation-live situations

LEARNING OUTCOMES
Upon successful completion of this module students will be able to:

LO1: Define and identify a research topic through critical review and reflection of relevant academic literatures and other appropriate sources/evidential materials. Assimilate and review an appropriate range of literature sources Identify the underlying principles of various analytical methods commonly applied in business and management research;

LO2: Formulate research questions and describe and critically evaluate differing research methods, including the formation of hypotheses, or other research models, or paradigms and justify the selection and use of specific research methodologies;

LO3: Comprehend and critically evaluate the differentiation between qualitative and quantitative methods as they are used in research design and evaluate the appropriateness of their application, use, and value in differing aspects of business functions and requirements.

LO4: Critically appraise the importance of, and the definitions and nature of, primary and secondary data, and be able to plan for (a) the selection, collection, or creation of data for interpretation and data analysis; and (b) critically analyse, interpret and manipulate data, and (c) synthesis results and interpretation of data and form conclusions.

LO4: Integrate and plan key research activities and schedules including the setting of timetables and research objectives, and the acceptance of accountability for all aspects of the conduct of a research project

LO5: Integrate and plan key research activities and schedules including the setting of timetables and research objectives, and the acceptance of accountability for all aspects of the conduct of a research project

LO6: Understand the significance of descriptive and inferential statistics and its applications such as SPSS;

LO7: Understand the importance of, and be able to effectively demonstrate skills in, the conventions which are required for the carrying out of a major research project including the design of experimental and non-experimental research projects; the preparation of an integrated research proposal and effectively manage the design and delivery of this.

INDICATIVE CONTENT
- **Research in Business Studies and Management Areas**
- The essence of research design- Introduction to the Concepts and Purpose of Research
- Getting Started and Keeping Going -Time Management/Reading Academic Papers
- The Importance of Reflection throughout – The Learning Journal
- **Research Design**
- The Research Sequence - Research Design
- Identifying the Research Area and the Research Topic – How does it "Fit"? (-with career intentions; with professional intensions)
- The Proposal - Feasibility and Applications
- The Hypotheses The Logic and Language of Research
- Alternative models and paradigms

Defining the Research Plan
- Defining the Methodology and the Approach
- The Approach - Descriptive; Explanatory; Exploratory Approaches
- Writing the literature review
- Use of research literature databases/research evidence

Comparative methods
- Qualitative Research Analysis, Synthesis and Interpretation. Introduction to the systematic processes involved in conducting rigorous qualitative research.
- Qualitative Approaches:- Data, Bounding Variables, Applicable Theory, Analysis, Evaluation, Judgments and Applications
- Quantitative Approaches and Methods Measurement and Sampling. Understanding fundamental measurement and sampling issues involved in quantitative data analysis. Statistical Inference; statistical significance; principles of Hypothesis Testing.
- Practical Quantitative Research Workshop; the selection and use of appropriate statistical analyses: SPSS as a computer statistics package
- Revision of basic descriptive and inferential statistics
- Essential statistical procedures

Relevant information and the *relevance* of Information
- Access and the management of Sources and Data
- The Literature and Source Review, Search Conventions, Access to Sources, Primary and Secondary Sources
- Data Concepts, Data Collection, Analysis and Interpretation
- Fieldwork – How to Carry out and Organize Fieldwork
- Interviewing – Structured; Unstructured
- Questionnaire design, construction and evaluation
- Designing and running psychological experiments

Research Ethics
- Ethics Policies, Intellectual Property and Moral Integrity

The Critical Analysis
- Writing styles; Referencing Sources; Editing
- The setting out of Conclusions
- The Presentation of Findings – Methods and Contexts

Getting the most out of Supervision:
- The role and expectations
- The Supervision process
- Individual Research and Team Work in Research.
- **The responsibility of the Researcher and Researchers**

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.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Research Proposal	5000 words	100	LO1, LO2, LO3, LO4, LO5, LO6, LO7	Core

INDICATIVE READING

Core Text:
- Bryman, A. and Bell,E (2015) *Business Research Methods*, 4th edn. Oxford, OUP
- Saunders, M.N.K., Lewis, P., and Thornhill, A. (2015) *Research methods for business students* 7th edn Pearson
- Easterby-Smith, M. Thorpe, P. & Lowe, A. (2018) *Management Research an Introduction* 6th edn. Sage

Recommended reading
- Blunch, N. (2008). *Introduction to structural equation modelling using SPSS and Amos*. London: Sage.
- Byrne, B. M. (2016). *Structural equation modeling with AMOS: Basic concepts, applications and programming*. 3rd edn. London: Routledge Academic.
- Field, A. P. (2017). *Discovering statistics using SPSS*. (5th edn.). London: Sage.
- Jankowicz, A.D., (2004) *Business research projects*, 4th ed. Thomson Learning.
- Collis J and Hussey R (2013). *Business Research: A practical Guide for Undergraduate and Postgraduate Students (4th Edition)*. Palgrave Macmillan.
- Easterby-Smith, M. Thorpe, P. & Jackson P. R. (2015) *Management Business Research (5th edition)* Sage
- Frenz . M., Nielsen K. and Walters G. (2011) *Research Methods in Management* (2nd edition) Sage UK
- Gill J and Johnson P (2010). *Research Methods for Managers (4th Edition)*. Sage.
- Lancaster, G (2005). *Research Methods in Management*. Butterworth-Heinemann.
- Quinlan C. and Zikund W. G. (2015) *Business Research Methods,* Cengage Learning EMEA
- Saunders, M.N.K., Lewis, P., and Thornhill, A. (2012) *Research Methods for Business Students* ; FT Prentice Hall
- Seale, C. (2012). *Researching Society and Culture*, 3rd Edition, London, Sage.

- Alreck PL and Settle RB (1995). *The Survey Research Handbook*. McGraw-Hill.
- Babbie E (2012). *The Practice of Social Research* (13th International Edition). Wadsworth Publishing.
- Beech J. (2014) *Doing Your Business Research Project,* SAGE
- Bell J and Waters S. (2014). *Doing Your Research Project: A Guide for First-Time Researchers (6th edition)*. Open University Press.

- Blunch, N. (2008). *Introduction to structural equation modeling using SPSS and Amos*. London: Sage.
- Byrne, B. M. (2009). *Structural equation modeling with AMOS: Basic concepts, applications and programming*. London: Routledge Academic.
- Blunch N. (2013) *Introduction to Structural Equation modeling Using IB SPSS Statistics and AOS*, (2nd edition) SAGE
- Cameron S (2000). *The MBA Handbook. Study Skills for Postgraduate Management Study*. Financial Times/Prentice Hall.
- Cohen, J. and Cohen P. (2013). *Applied multiple regression/correlation analysis for the behavioral sciences*. (3rd edition) Routledge.
- Collis J. And Hussey R (2013). *Business Research: A practical guide for undergraduate and postgraduate students* (4th edition), London: Macmillan.
- Corbin J and Strauss A (2015). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (4th edition). Sage
- Creswell JW (2012). *Qualitative Inquiry and Research Design Choosing Among Five Approaches* (3rd edition). Sage.
- Dancey, C.P. & Reidy, J.G. (2014). *Statistics without maths for psychology* (6th edition), Pearson
- Field, A. P. (2013). *Discovering statistics using IBM SPSS*. (4th edition). SAGE
- Gilbert N (2008). *Researching Social Life* (3rd edition)). Sage.
- Gillham B (2008). *Developing a questionnaire* (Second Edition). Continuum.
- Gray D. E (2013). *Doing Research In the Real World*. (3rd edition) Sage.
- Hennink M., Hutter I. and Bailry A. (2010) *Qualitative Research Methods,* SAGE
- Huberman AH and Miles MB (2002). *The Qualitative Researcher's Companion: Classic and contemporary readings*. Sage.
- Jankowicz, A.D., (2004) *Business Research Projects*, 4th ed. Thomson Learning.
- Keats DM (2000). *Interviewing: A Practical Guide for Students and Professionals.* Open University Press.
- King N. and Horrocks C. (2010) *Interviews in Qualitative Research,* SAGE
- Kara H. (2015) *Creative Research methods in the Social Sciences: A Practical Guide*, Policy Press
- Crowther D. and Lancaster G. (2008) *Research methods: A Concise Introduction to Research in Management and Business Consultancy* (2nd Edition) Routledge
- Marsden P. V. and Wright J. D, (2010) *Handbook of Survey Research (2nd edition)* Emerald Group Publishing
- May T (2011). *Social Research: Issues, Methods and Research* (4th edition). Open University Press.
- Pallant J (2013). *SPSS Survival Manual*: *A step by step guide to data analysis using IBM SPSS* (5th edition). Open University Press.
- Partington D (2002). *Essential Skills for Management Research*. Sage.
- Patton M. Q, (2015) *Qualitative Research and Evaluation methods: Integrating Theory and Practice,* (4th edition) SAGE
- Peterson RA (2000). *Constructing Effective Questionnaires.* Sage.
- Quinton S. and Smallbone T. (2006) *Postgraduate Research in business: A Critical Guide* (Sage Study Skills), SAGE
- Robson C (2002). *Real World Research: A resource for social scientists and practitioner-researchers* (Second Edition). Blackwell.
- Robson C (2011). *Real World Research* (3rd edition) John Wiley & Sons
- Saunders. N. K. and Lewis. P. (2011) *Doing Research in Business and management: An Essential Guide to Planning your Project,* FT/ Prentice Hall
- Scheyvens R and Donovan S (2014). *Development Fieldwork: A Practical Guide*. (2nd edition) Sage.
- Sekaran U and Bougie R. (2013). *Research Methods for Business: A Skill Building Approach* (6th edition). John Wiley and Sons.

- Somekh B and Lewin C (2004). *Research Methods in the Social Sciences.* Sage.
- Smith, J.A., & Osborn, M. (2008). *Interpretative phenomenological analysis. In J.A.* Smith J. A. (2007.), *Qualitative psychology: A practical guide to methods*. (2nd edition Sage.
- Smith, J.A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. London: Sage.
- Travers M (2001). *Qualitative Research through Case Studies.* Sage.
- Wilkinson D and Birmingham P (2003). *Using Research Instruments: A Toolkit for Researchers.* Routledge Falmer.
- Wolcott HF (2009). *Writing Up Qualitative Research* (3rd edition). Sage.
- Yin RK (2013). *Case Study Research: Design and Methods* (5th edition). Sage.

MODULE TITLE:	**Corporate Finance**
MODULE CODE:	CPLMBAM06
LEVEL:	7
CREDITS:	10
TOTAL STUDY HOURS:	100

STUDY HOURS BREAKDOWN:

	STUDY HOURS
Lectures/ seminars	15
Directed learning	30
Independent learning	55
Total study hours	**100**

| PRE-REQUISITES: | None |
| MODULE LEADER: | |

RATIONALE
This module introduces students to corporate finance: how firms fund themselves, how they choose between different types of finance and how those financing decision influence investment decisions. This is the only finance module that looks at finance from the perspective of the firm rather than the investor. It is a key module for those planning to work in the finance area of a firm or for those who wish to understand the relationship between firms and financial markets.

AIMS
The module aims to:
- Provide a comprehensive understanding of the key concepts, tools and techniques which are required by the contemporary manager in order that they may take critically informed and comprehensive financial decisions in today's competitive business environment.
- Enhance the capability and competency of students in order that they may take informed decisions based on reflective judgements; on the use of effective, analytic, and evaluative tools; on logical procedures and models; and on full understanding of the information and contexts which are at their disposal.
- Explore the theoretical framework of finance, enabling students to evaluate a firm's investment, financing and dividend policies and formulate decisions based on their analysis of complex sources of evidence.
- Develop the students evaluative and analytic skills particularly in the identification of financial problems, and the formulation of solutions to problems
- Examine and evaluate the institutional environment of corporate finance and particularly identify how institutions utilise corporate finance; how they utilise sources of finance and the relationship with the development of the firm/organisation and the advantages and disadvantages of alternative sources of finance and their impact upon the continued development of the organisation/firm.

LEARNING OUTCOMES

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

LO1: Demonstrate comprehensive understanding on a variety of financial problems and/or financial opportunities which may be faced by an organisation within its life cycle.

LO2: Critically explain decision making in institutional environments related to corporate finance utilisation and planning and evaluate the sources of finance available to an organisation

LO3: Evaluate advantages and disadvantages of alternative sources of organisational finance and how these contribute to organisational growth including investment, financing and dividend policies and strategies and the conceptual and practical rationales for these.

LO4: Align finance, financial planning, decision making, and strategy to concepts of delivering shareholder value
Discuss and evaluate the methods by which a company can grow: (e.g. through organic strategy or through mergers and acquisitions)

LO5: Demonstrate a critical awareness of the role and importance of research in the evolution of corporate finance and evaluate the determinants of a firm's cost of capital and capital structure

LO6: Demonstrate effective decision making and judgement on matters related to prioritising choices for business investment projects and/or for the allocation of resources within an organisation

LO7: Critically appraise and understand how firms interact with the capital markets

INDICATIVE CONTENT
- Investment decisions
- Investment project appraisal
- Capital structure and corporate value, cost of capital
- Debt financing
- Equity financing
- Risk management
- Shareholder value
- Investment decisions
- Investment project appraisal
- Capital structure and corporate value, cost of capital
- Mergers & Acquisitions
- International Financial Management

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.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Individual Report	2500 words	100	LO1, LO2, LO3, LO4, LO5, LO6, LO7	Core

INDICATIVE READING

Core Text:

- Berk, J. & DeMarzo, P. (2016) *Corporate Finance*, 4th edition, Pearson Education

Recommended reading

- Boakes, K. (2010) *Reading and Understanding the Financial Times Updated for 2010-2011*, 2nd edition, Financial Times Prentice Hall
- Brealey, R.A. & Myers, S.C. (2016) *Principles of Corporate Finance*, 12th edition, McGraw-Hill Education
- McLaney, E. (2017) *Business Finance*, 11th edition, Pearson Education
- Nobes, C. & Parker, R. (2016) *Comparative International Accounting*, Pearson
- Ross, S.A., (2017) *Corporate Finance Core Principles and Applications*, International Edition, 5th edition, McGraw-Hill Education
- Vernimmen, P., Quiry, P., (2017) *Corporate Finance Theory and Practice*, 5th edition, John Wiley & Sons Ltd.
- Watson, D. & Head, A. (2016) *Corporate Finance Principles & Practice*, 5th Edition, Financial Times Prentice Hall
- Vol. A and Vol B. of Handbook of the Economics of Finance: Corporate Finance, Editors (Constantidines, Harris and Stulz), North – Holland, Elsevier B.V. (2003).
- -Graham, J.R. and Campbell, H. (2001) : The theory and practice of corporate finance : evidence from the field, *Journal of Financial Economics*, Vol. 60 , Issues 2-3, pp.187-243
- -Jensen, M.C. and Meckling, W.H. (1976) : Theory of the firm : Managerial behaviour, Agency costs and ownership structure*, Journal of Financial Economics*, Vol. 3, Issue 4, pp. 305-360
- Graham, J. R. , Leary, T.M. and Roberts, M.R. (2015) : A century of Capital Structure ; The leveraging of Corproate America, *Journal of Financial Economics*, Vol. 118, Issue 3, pp. 658-683
- Modigliani, F. and Miller, M. (1958) : The cost of capital, corporate finance and the theory of investment, American Economic Review, Vol. 48, No3, June, pp. 261-297
- Modigliani, F. and Miller, M.H. (1963) : Corporate income taxes and the cost of capital : A correction, American Economic Review, Vol. 53, No3, June, pp. 433-443

| MODULE TITLE: | **Financial Markets and Investment Analysis** |

MODULE TITLE: **Financial Markets and Investment Analysis**

MODULE CODE: CPLMBAM07

LEVEL: 7

CREDITS: 10

TOTAL STUDY HOURS: 100

STUDY HOURS BREAKDOWN:

	STUDY HOURS
Lectures/ seminars	15
Directed learning	30
Independent learning	55
Total study hours	**100**

PRE-REQUISITES: None

MODULE LEADER:

RATIONALE

The module provides insight into the decision making process that is involved with the buying and selling of financial assets (i.e. securities). The module addresses four main areas of interest: 1. the background against which investment decisions are taken, including the functioning of financial markets, 2. the main contemporary investment theories, 3. the valuation of stocks and bonds, and 4. portfolio management. The module provides a thorough understanding of capital markets, which belongs to the core knowledge base of finance professionals that either operate in a corporate environment, or at financial institutions.

AIMS

The module aims to:-

- Provide students with a comprehensive understanding of the critical importance of how capital markets and financial institutions work
- Define, identify and analyse and discuss how and why economic change and changes in external and internal events and circumstances have on markets and financial institutions and on their work and position in societies, in political contexts, and in wider social, economic, and technological contexts.
- Equip students with a critical understanding of the impact which wider economic and environmental changes, have on both markets and financial institutions and on individual companies' capital budgeting decisions and finance decisions.
- Introduction the concept of globalisation and investigate the way in which this has acted as a change factor in the view which we have of markets, financial institutions, investment analysis thinking, investment practicalities, and ethics.
- Assess the alternatives for financial sourcing, risk analysis contexts, and organisational sustainability within a global financial context

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

LO1: Demonstrate a critical knowledge and understanding on the key concepts related to capital markets the role of financial institutions in the global context, and the importance of research in evaluating the evolution of investment analysis

LO2: Critically evaluate the most appropriate sources for financing, how to raise it, and what are the conditioning factors within localised and global market contexts which need to be considered when taking decisions on these matters

LO3: Evaluate, appraise and critically discuss the efficient market hypothesis and portfolio theory and the manner in which these may be mapped against case study examples and models

LO4: Analyse, evaluate and form reflective judgements on how markets transfer funds and risk between people and the global, individualised, ethical and contemporary issues which contribute to this area of debate

LO5: Critically discuss and debate the role responsibilities and function of financial institutions and evaluate the issues relating to the globalisation of business and contemporary themes of interpretation and re-alignment

INDICATIVE CONTENT
- Financial market structures
- Financial products
- The relationship between economic events, interest rates and foreign currency
- Moral hazard
- An assessment of financial risk analysis
- Workings of the capital markets
- Workings of the money markets
- EMH / Portfolio theory
- International finance
- Financial market structures
    - Financial products

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.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Individual Report	2500 words	100	LO1, LO2, LO3, LO4, LO5,	Core

INDICATIVE READING

Core Text:
- Mishkin, F.S. & Eakins, S.G. (2018) Financial Markets and Institutions, 9th edition, Pearson International Edition
- Bodie, Z., Kane, A. & Marcus, A.J. (2014) Investments, 10th edition, McGraw-Hill Education

Recommended reading
- Bodie, Z., Kane, A. & Marcus, A.J. (2014) *Investments*, 10th edition, McGraw-Hill Education
- Fabozzi, F.J., Modigliani, F. & Jones, F.J. (2010) *Foundations of Financial Markets and Institutions*, 4th edition, Pearson International Edition
- Howells, P. & Bain, K. (2007) *Financial Markets and Institutions*, 5th edition, Pearson Education
- Hull, J.C. (2018) *Risk Management and Financial Institutions*, 5th edition, John Wiley and Sons
- Mishkin, F.S. (2018) *The Economics of Money, Banking and Financial Markets*, 12th edition, Pearson Global Edition
- Baldwin, R., 1990. Re-interpreting the failure of foreign exchange market efficiency test: small
- transaction costs, big hysteresis bands. NBER Working Paper Series 3319
- Dimson, E., and Mussavian, M. (1998). A brief history of market efficiency. European financial management, 4(1), 91-103.
- Fabozzi, F.J., Modigliani, F. & Jones, F.J. (2010) Foundations of Financial Markets and Institutions, 4th edition, Pearson International Edition
- Fabozzi, Frank J. (1999). Investment Management. 2nd. ed. Prentice Hall Inc.
- Ferson,W., and Warther,V., Evaluating fund performance in a dynamic market,
- Financial Analysts Journal, Nov-Dec 1996, 20-28
- Hillier, D., Grinblatt, M., and Titman, S. (2011), Financial Markets and Corporate Strategy, McGrawHill
- Howells, P. & Bain, K. (2007) Financial Markets and Institutions, 5th edition, Pearson Education
- Hubbard, G., 1998. Capital market imperfections and investment. The Journal of Economic Literature 36, 193-225.
- Hull, J.C. (2018) Risk Management and Financial Institutions, 5th edition, John Wiley and Sons
- Sharpe, William F., Gordon J.Alexander, Jeffery V.Bailey. (1999). Investments. International edition. Prentice –Hall International.
- Strong, Robert A. (1993). Portfolio Construction, Management and Protection.
- Subrahmanyam, A. (2008) Behavioural Finance: A review and synthesis
- Valdez S and Molyneux, P. (2015). An Introduction to Global Financial Markets, Palgrave MacMillan
- Vause, B. (2009). Guide to Analyzing Companies. 5th ed. The Economist Books/ Profile Books.

Recommended online resources / websites:
The Wall street Journal: https://www.wsj.com/europe
The Financial Times: https://www.ft.com/
The Economist: https://www.economist.com
Yahoo Finance: https://finance.yahoo.com/
Google Finance: https://finance.google.com/finance

NYSE: The New York Stock Exchange: https://www.nyse.com

NASDAQ: http://www.nasdaq.com/

LSE: London Stock Exchange: http://www.londonstockexchange.com/home/homepage.htm
Bloomberg: https://www.bloomberg.com/markets

MODULE TITLE:	**Strategic Marketing**
MODULE CODE:	CPLMBAM08
LEVEL:	7
CREDITS:	10
TOTAL STUDY HOURS:	100

STUDY HOURS BREAKDOWN:

	STUDY HOURS
Lectures/ seminars	15
Directed learning	30
Independent learning	55
Total study hours	**100**

PRE-REQUISITES:	None
MODULE LEADER:	Terry Johnson

RATIONALE

Marketing strategy is a process that can allow a business to concentrate its resources on the optimal opportunities with the goals of increasing sales and achieving a sustainable competitive advantage. Marketing strategy includes all basic and long-term activities in the field of marketing that deal with the analysis of the strategic initial situation of a business and the formulation, evaluation and selection of market-oriented strategies. How businesses plan, develop, and implement marketing strategies is the focus of this module. To achieve this focus, this module provides a systematic, practical, straightforward approach to analysing, planning, and implementing marketing strategies. This approach focuses on real-world applications and practical methods of marketing planning, including the process of developing a marketing plan.

Marketers are presented with many complex choices in the context of a future that is inherently uncertain. This module will enable students to take a strategic approach to planning to achieve sustainable advantage.

AIMS

The module aims to:-
- Provide students with a framework for understanding and analysing strategic marketing processes in diverse organisational types and in differing contexts and frameworks of operation,
- Provide students with the opportunity to critically discuss, comprehend, compare and contrast the marketing functions in different organisational or environmental contexts including in a range of industry sectors, and in international and national/regional contexts
- Providing students with models and case studies which introduce marketing concepts and problems drawn from a variety of different and changing marketing environments.
- Enable students to build a comprehensive understanding and develop their analytical capabilities, in the context of market-driven strategies and varied examples.

- Relate marketing to the concepts and direct formulation of strategic decision-making and the operational decision making which follows both of which have a long-term impact on the organisation.
- Discuss and consider the concepts and practicalities underlying Strategic Marketing particularly as a process focussed on creating satisfied customers through the integration of all business functions and through the continuous search for a sustainable competitive advantage through innovation.
- Develop interpersonal and teamwork skills through group project activities.

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

LO1: Demonstrate a comprehensive understanding on concept of strategic marketing and the key framework and models related to strategic marketing

LO2: Develop an advanced knowledge on the key functions and factors from both inside and outside organizations that have an impact on the formation of strategic marketing

LO3: Identify and discuss contemporary marketing strategies and strategic marketing planning process (e.g. digital marketing strategies, digital age marketing concepts and practices,), and through case study examples discuss their success, failure, future contributions to the fields and activities of contemporary and future marketing activities

LO4: Develop and assess and evaluate effective marketing strategies including its advantages/disadvantages, in response to competitive marketing opportunities and marketplace activities including the presentation of comprehensive Marketing plans

LO5 Undertake, and evaluate situational analysis related to the design of market-driven strategies and their translation into marketing programmes.

LO6: Critically define market research methodologies and discuss their strategic value and effectiveness in relation to specific marketing objectives.

INDICATIVE CONTENT
- Market-driven strategy
- Situation analysis, including segmentation and learning capabilities
- Designing market-driven strategies, including issues of strategic positioning, value and innovation, and relationship strategies
- Developing market-focused programmes, including strategic brand management, value chain relationships, pricing and promotion, and sales and direct marketing strategies
- Implementing and managing market-driven strategies, including the design of market-driven organisations and strategy implementation and control
- The financial evaluation of marketing assets and strategies
- The design and development of the strategic marketing plan
- Implementing marketing strategies
- Market-driven strategy
- Situation analysis, including segmentation and learning capabilities
- Designing market-driven strategies, including issues of strategic positioning, value and innovation, and relationship strategies

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.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Individual Marketing Plan	2500 words	100	LO1, LO2, LO3, LO4, LO5, LO6	Core

INDICATIVE READING

Core Texts:
- Kotler, P. and Keller, K.L. (2015) *Marketing Management* 15th edn Pearson
- Arshall G. W. and Johnson M. W, (2012), *Essentials of Marketing Management,* Business and Economics
- Lancaster, G and Massingham, L.C. (2011) *Essentials of Marketing Management* Routledge
- Middleton K. Y and LCIT, (2015), *Essentials of Marketing Management,* Create Space

Recommended reading
- Aaker, DA (2013) *Strategic Market Management*, 10th edn. John Wiley and Sons
- Giligan, C and Wilson RMS (2018) *Strategic Marketing Management*, 4th edn Routledge.
- West, D., Ford, J. and Ibrahim, E. (2015) *Strategic Marketing: Creating Competitive Advantage* 3rd edn OUP Oxford
- Lancaster, G and Massingham, L.C. (2011) *Essentials of Marketing Management* Routledge
- Doole I and Rowe L (2008) *Strategic Marketing Decisions (*CIM Course book Series) (text book edition) Butterworth-Heinemann ISBN-13: 978-0750689724
- Giligan, C and Wilson RMS (2004) *Strategic Marketing Management*, Butterworth-Heinemann.
- Giligan, C and Wilson R. M. S. (2009), *Strategic Marketing Planning* (2nd edition) Routledge
- Hooley G. , Nicoulaud B. and Piercy N. (2011), *Marketing Strategy and Competitive Positioning,* (5th edition), FT/ Prentice Hall
- Keller K. (2012), *Strategic Brand Management*, (4th edition) Pearson
- Kotler P. and Chernev A. (2012), *Strategic Marketing Management* (7th edition) Cerebellu*m*
- Kumar, N (2004) *Marketing as Strategy: Understanding The CEO's Agenda for Driving Growth and Innovation* Harvard Business School Press
- Reed P. (2010), *Strategic Marketing: Decision Making and Planning,* (3rd edition) Thoas Nelson Australia
- Rosenbaum-Elliott R. , Percy L. and Pervan S. (2015) *Strategic Brand Management,* (3rd edition) OUP Oxford
- Widom J (2002) *Strategic Brand Management (International Edition)* Pearson US Imports & PHIPEs

MODULE TITLE:	**International Marketing Management**
MODULE CODE:	CPLMBAM09
LEVEL:	7
CREDITS:	10
TOTAL STUDY HOURS:	100

STUDY HOURS BREAKDOWN:

	STUDY HOURS
Lectures/ seminars	15
Directed learning	30
Independent learning	55
Total study hours	**100**

PRE-REQUISITES: None

MODULE LEADER:

RATIONALE

As this is a module focusing on International Marketing, the rationale is implicit within the topics studied. More specifically, every single topic studied within this module examines how to do business or conduct research across national boundaries. Implications drawn pertain to both the practice and theory, as the module also highlights how some of the academic theories developed in the US or UK do not necessarily translate well into other countries (e.g., the measurement of service quality or transfer of management practices).

AIMS

The module aims to:-

- Considers and critically examine the adaptations needed when marketing outside national boundaries.

- Discuss and evaluate the differences and distinctions which may apply or be activated or applied when considering   cultures and marketing in a variety of differing cultures internationally

- Consider the implications of product and marketing modifications necessary in a variety of situations internationally

- Assess and analyse study of various world regions and their consumption, terrain, demographics, and geographic as they influence marketing practices.

- Examine and evaluate concepts and practices in international marketing, with a emphasis on globalisation and how it affects the marketing activities of a firm/organisation. This examination includes for example; - global marketing to foreign environments and the formulation of global marketing strategy.

- Evaluate the major trends in contemporary marketing strategy within international business.(e.g. the effects of on shoring and back shoring on marketing strategy and national concepts of market ownership and product/service ownership)

- Provide students with an understanding of marketing in a multinational, multicultural environment;

- Develop the students' skills in strategic decision-making in international marketing contexts.

LEARNING OUTCOMES

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

LO1: Develop an advanced understanding on the definition of international marketing and key dynamic environmental factors and forces that may influence and impact upon the marketing activities of organisations in national, regional, international, and global contexts

LO2: Understand the business practice and application of international marketing management theories and framework in the global context and the requirements of operating in a marketing led context in an international, regional, national or global business environment

LO3: Critically assess and evaluate the critical success factors (CSF) which impact upon success and failure in international market entry and international market development, and formulate different international market entry strategies which may be implemented or evaluated against extant models including the ability to design and develop an international marketing plan

LO4: Define and evaluate market research methodologies and discuss their strategic value and effectiveness in relation to specific marketing objectives including in International marketing contexts

INDICATIVE CONTENT

- The go international decision
- Critical success factors for international market development
- Financial considerations for market development
- International comparative analysis
- The international marketing plan
- The international marketing mix decisions
- Integrated international marketing strategy
- The go international decision
- Critical success factors for international market development
- Financial considerations for market development
- International comparative analysis

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.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Individual Business Plan	2500 words	100	LO1, LO2, LO3, LO4,	Core

INDICATIVE READING

Core Text:
- **Cateora, P.R. & Graham, J.L. (2016) International Marketing 7th edn. McGraw Hill Education**

Recommended reading
- Czinkota, M.R. & Ronkainen, I.A. (2012) *International Marketing* 1oth edn. South-Western College Publishing
- Jeannet, J.P. & Hennessey, H.D. (2015) *Global Marketing* 4th edn. Routledge
- Kenyon, A., Lowe, R. and Doole, I. (2016) *International Marketing Strategy: Analysis, Development and Implementation* 7th edn. Cengage Learning EMEA
- **Keegan, W.J. & Green, M.C. (2016) Global Marketing 9th edn. Pearson**
- Bridgewater, S & Egan, C (2002) *International Marketing Relationships* Palgrave
- Baack D. W, Harris E. and Baack D. (2012) *International marketing ,* SAGE
- Czinkota, M.R. & Ronkainen, I.A. (2013) *International Marketing* (10th edn) Harcourt ISBN: 9781133627517
- Farrell C. (2015) *Global marketing : Practical Insights and International Perspectives,* SAGE
- Ghaauri P. and Cateora P. R. (2014) *International Marketing* (4th edition) , McGraw-Hill
- Hollensen S. (2013), *Global Marketing* (6th edition) Pearson
- Jeannet, J.P. & Hennessey, H.D. (2005) *Global Marketing Strategies*. Houghton Mifflin
- Keegan, W.J. & Green, M.C. (2013) *Global Marketing.* Prentice Hall ISBN: 9780273768685
- Lee K. and Carter S. (2009) *Global Marketing Management.* (2nd edition) OUP Oxford
- Usunier J. and Lee J. A. (2009) *Marketing Across Cultures*. (5th edition) FT/ Prentice Hall

MODULE TITLE:	**International Business**
MODULE CODE:	CPLMBAM10
LEVEL:	7
CREDITS:	10
TOTAL STUDY HOURS:	100

STUDY HOURS BREAKDOWN:

	STUDY HOURS
Lectures/ seminars	15
Directed learning	30
Independent learning	55
Total study hours	**100**

PRE-REQUISITES:	??
MODULE LEADER:	

RATIONALE

To be successful in business these days students need to develop a global mind set. Studying international business allows you to see how globalisation has brought about an increasing 'connectedness' of businesses, markets, people and information across countries. The importance of international business is greater than ever, whether it be a company thinking about selling abroad, following other organisations that are internationalising or cross-border mergers and acquisitions.

The skills that are developed on a module of this nature are highly sought after by employers and there is a buoyant current and future labour market demand for international business postgraduates. This demand translates into varied opportunities in a range of settings and job sectors.

AIMS

The module aims to:-
- Provide students with an overview of the field of international business and consolidate a foundation for future specialisation in this field.
- Provide an overview and analyse of the contexts, concepts, and interpretation of globalisation.
- Discuss and critically examine the environment for international firms and organisations, particularly the political, social, economic, technological and other configurations that support cross-border trade and investment.
- Evaluate the role of national policies, cultures and business systems and the evolution of international markets in goods, services and finance, and the super-national mechanisms and infrastructures for trade, investment and finance.
- Analyse and evaluate the role of international firms and organisations particularly their strategies and organisational design, their entry modes into international enterprise, and their behavioural and control systems.
- Discuss and evaluate the impact of contemporary events and contexts and of current events/affairs and how these impact on international businesses through case study examples and specific contemporary examples.

23

- Contextualise contemporary business activities, for instance issues relating to international trade, foreign investment, international political conflict, financial crises, etc, within the focus of specific events (e.g. the sovereign debt crisis; the Euro Crisis etc)
- Provide students with an understanding of marketing in a multinational, multicultural environment;
- Develop the students' skills in strategic decision-making in international marketing contexts.

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

LO1: Demonstrate a critical understanding on the main features of the international business environment and its main institutions

LO2: Understand the nature of multinational firms as an institutional structure for the conduct of cross-border trade and investment; the key factors including the political, social, and economic and other configurations that support cross-border trade;

LO3: Analyse the key decisions that multinational firms make in relation to the choice of markets and entry strategies and the different modes of engagement with international markets and explore the interconnectedness between these and the economic, legal, governmental, political, regulatory, cultural and other environments in which expanding companies operate;

LO4: Conduct informed research into international business issues and apply theoretical insights to the analysis of such issues in the context of a complex international business environment.

INDICATIVE CONTENT
- Introduction to international business and forces for globalisation
- Theories of international trade
- Foreign exchange and the international monetary system
- The regulatory environment: Political, legal and human resources management
- The cultural environment
- Drivers for international business
- International entry strategy
- International joint ventures
- Preparing the organisation for international business
- The international business plan
- Introduction to international business and forces for globalisation

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.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Individual Business Plan	2500 words	100	LO1, LO2, LO3, LO4,	Core

INDICATIVE READING

Core Text:

- Daniels, Radenbourgh and Sullivan (2018) *International Business* 16th edn. Pearson

Recommended reading
- Cavusgil, S., Knight, G., Riesenberger, J.R. (2008). *International Business: Strategy, Management and the New Realities.* Upper Saddle River: Pearson/Prentice Hall.
- Hill C (2017) *International Business: Competing in the Global Marketplace* (11th ed) McGraw Hill Education
- Kelly, P. (2009) *International Business and Management* Cengage Learning
- Bartlett C and Ghoshal S (2013) *Transnational Business: Texts, Cases and Reading in Cross-Border Management* 7th edn. McGraw-Hill Education
- Gooderham P and Nordhaug O (2013) *International Management: Cross-boundary Challenges* Blackwell Publishers
- Porter M.E. (1998) *Competitive Advantage of Nations* Palgrave Macmillan
- Trompenaars F and Turner C.H. (2012) *Riding the Waves of Culture: Understanding Cultural Diversity in Business* 3rd edn. Nicholas Brealey Publishing Ltd

- Bartlett C and Ghoshal S (2003) *Transnational Business: Text and Cases* McGraw-Hill Education
- Bartlett C. A. and Bea*mish P. W. (2013), Transnational management: Texts, Cases and Readings in Cross Boader management, (6th edition) McGraw Hill*
- Bartlett C and Ghoshal S (2013) *Transnational Management: Text, Cases and Readings in Cross-Border Management* McGraw-Hill Education ISBN: 9781259010590
- Cavusgil, S., Knight, G., Riesenberger, J.R. (2013). *International Business: Strategy, Management and the New Realities*. (3rd edn) Upper Saddle River: Pearson/Prentice Hall. ISBN: 9780273788188
- Gooderham P and Nordhaug O (2003) *International Management: Cross-boundary Challenges* Blackwell Publishers
- Hill C (2014) *International Business: Competing in the Global Marketplace* (9th ed) McGraw Hill Education
- Kelly, P. (2009) *International Business and Management* Cengage Learning
- Porter M.E Kelly, P. (2009) *International Business and Management* Cengage Learning
- Ricken B. Malcotsis G. (2011) *The competitive Advantage of Regions and Nations,* Gower
- Sweeny P. D and McFarlin D. B. (2014), *International Management : Strategic Opportunities and Cultural Challenges* (5th edition) Routledge
- Trompenaars F and Turner C.H. (2012) *Riding the Waves of Culture: Understanding Cultural Diversity in Business* (3rd edn) Nicholas Brealey Publishing Ltd. ISBN: 978-1904838388

MODULE TITLE:	**Dissertation (Major project module)**
MODULE CODE:	CPLMBAM99
LEVEL:	7
CREDITS:	60
TOTAL STUDY HOURS:	100

STUDY HOURS BREAKDOWN:

	STUDY HOURS
Lectures/ seminars	30
Directed learning	180
Independent learning	390
Total study hours	**600**

PRE-REQUISITES:	??
MODULE LEADER:	David Mwaura

RATIONALE

The module focuses on students demonstrating their capacity to carry out a research project; take on board constructive criticism; reflect upon their experience and practice; and present their findings in a dissertation at the appropriate level of expertise to complete a Master's degree in business and management. Preparing a Masters dissertation will strengthen and test various subject-specific and transferable research skills, including methodology and academic writing. Students will therefore demonstrate their ability to design and conduct a research project on a theme to be agreed with the student's supervisor, and report the findings. This will be independent but supervised work.

AIMS

The module aims to:-
1.   Provide students with the opportunity to review and reflect upon the general principles of research methods, research objectives, and research contexts; and to demonstrate;-
 (a) their full comprehension of these, and:-
 (b) their ability to put these into practice, through the planning, development, and execution to completion, of a significant body of independent research undertaken under supervision
2.   Create a platform and framework for the student in which they may demonstrate their ability to analyse and synthesise the theories, knowledge and skills which they have developed throughout the programme, and, through the use of appropriate research and interpretive methodologies, use these to examine a defined field and topic of enquiry and to work independently in an area of specific interest.
3.   Provide students with the experience of carrying through and completing a significant body of research, which will require them to:-
 (i) draw on the theory, knowledge and skills gained throughout the programme, and:-
 (ii) Demonstrate their intellectual and practical capacities to both potential employers and/or to the development of a future post graduate academic career or to private professional practice.

4. Enable students to integrate knowledge developed from their study areas and their emerging areas of professional practice within a significant and sustained piece of research
5. Provide students with a research framework which allows them to demonstrate their intellectual capacities in analysis, synthesis, evaluation, interpretation, the formation of informed judgments, and the presentation of conclusions.
- Provide direct learning opportunities for the development of higher cognitive skills
- 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 this module the students will be able to:

LO1: Identify and undertake, from initiation to completion, an advanced body of independently conceived and significant research in an appropriate field of business studies, business management, or congruent/related areas.

LO2: Demonstrate their expertise, breadth and detailed knowledge of the specialist field and topic area chosen for study, and articulate a critical awareness and understanding of existing and emerging developments, theories, applications and insights in the field and topic chosen for research

LO3: Critically analyse theories, concepts and problems, evidence and data, from a variety of sources and contexts

LO4: Evaluate and critically discuss the nature, types and processes of academic research; the methodologies of research, and develop critiques, and select and formulate an appropriate methodology for investigating the research field/topic identified for study

LO5: Demonstrate a comprehensive understanding of research techniques, skills, critical contexts, and intellectual judgments, appropriate to advanced scholarship and to their chosen discipline and subject areas and their topic of research including discussion of how original contributions to knowledge are progressed;

LO4: Evaluate critically: (a) current related examples of research output (b) appropriate examples of scholarship, (c) data and evidence in the field-topic identified for study particularly with regard to reviewing validity, reliability and generalisability

LO5: Develop a coherent and structured argument and draw conclusions within a theoretical and contextual framework which is based on critical insights, informed judgments, and a personal critique

LO6: Exercise their own initiative and manage their own time effectively and professionally while-

   (x) accepting full accountability for the production of their Dissertation,

   (y) working in an independent and profession manner with their in designing and carrying out their project with their supervisor

(z) conducting themselves in an ethical and professional manner when dealing with professional external sources

LO7: Be capable of reflection on outcomes, processes and personal experience and where appropriate challenge received opinion and develop their own criteria and judgments.

LO8: Engage effectively in debate in a professional manner and communicate effectively in an appropriate medium and style to a variety of audiences.

INDICATIVE CONTENT

- Application of a research design framework from the research design module

- Design ,critically reflect upon, and application of a research methodology to achieve discussion, synthesis, conclusion and outcomes from the completed enquiry into a specific research question which will involve desk research, field research, appropriate tests for validity together with archival research, all of which to meet with University protocols for writing the MBA dissertation for which University guidance notes are available.

- Students are required to identify a field and topic for study and research. The topic must be related to their ability to demonstrate a detailed knowledge of a field and topic area relevant to their study and to business /organisational objectives as appropriate

- The Fields and topics may be chosen from the following thematic categories/typology;-

    (a) Theoretical

    A Dissertation which critically develops in depth an aspect of one of the taught elements of the Programme and/or a field-topic relating to the taught elements of the Programme.

    b) Theoretical – Enterprise

    A Dissertation based on a prognostic case study(s) methodology, which is grounded in theory, and which sets out to analyse and evaluate a real world problem and which forms appropriate conclusions.

    c) Theoretical – Retrospective

    A Dissertation which analyses appropriate retrospective case study(s), using a methodology which is grounded in theory, and following analysis and evaluation articulates appropriate conclusions

Criteria for selection and approval of the topic

The full outline criteria for the approval of the Field and Topic area for the Dissertation: The Field and topic proposals must:-
1.   Be of relevance to the Programme and module aims and objectives, in terms of subject matter and theoretical stance.
2.   Be sufficiently challenging, so as to challenge the learner and enable him or her to reveal their capacity for research and their critical powers of analysis, synthesis, evaluation and reasoning.
3.   Be feasible, in that the information required for the Dissertation may be obtained without incurring too high a cost either from published sources or from personal research commitment or from other sources.

- Contain some original and/or emerging scholarship and/or material, either by way of analysis, information, argument, evaluation, judgments, insight, creativity, or by way of presentation of the arguments or the researched topic/field.

LEARNING AND TEACHING METHODS
Teaching is through Supervisory meetings in group or individual formats.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Research Reflection Report	2000 to 3000 words	20	LO2, LO6, LO7,	Core
2	Dissertation	10000 to 12000	80	LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8	Core

INDICATIVE READING

Core reading
Saunders, M, Lewis, P (2015) *Research Methods for Business Studies*, 7th edn Pearson

Recommended reading
- Fisher, C. (2010) *Researching and Writing A Dissertation: An essential guide for business students* 3rd edn. Financial Times/Prentice Hall
- Bell, E. and Bryman, A. (2015) *Business Research Methods* , 4th edn. Open University Press. Oxford
- Black, T.R. (2001) *Evaluating Social Science Research*, 2nd edn. Sage.
- Schutt, R.K. (2014) *Investigating the Social World*, 8th edn. Sage Publications.
- Evans D, Gruba P (2014) How to write a better thesis, Springer
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical research: Planning and design* (10th ed.). Boston, MA: Pearson.
- Orcher, L. T. (2014). *Conducting research: Social and behavioral methods* (2nd ed.). Glendale, CA: Pyrczak Publishing.
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: SAGE.
- Babbie, E. (2013). *The practice of social research* (13th ed.). Belmont, CA: Cengage Learning.
- Rudestam, K. E., & Newton, R. R. (2015). *Surviving your dissertation: A comprehensive guide to content and process* (4th ed.). Thousand Oaks, CA: SAGE.
- Shafritz, J. M., Ott, J. S., & Jang, Y. S. (Eds.). (2016). *Classics of organization theory* (8th ed.). Belmont, CA: Wadworth, Cengage Learning.
- Bell, J. (2010) *Doing Your Research Project*, (5th edition), Open University Press.
- Bell J (2014). *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science* (6th Edition) Open University Press
- Black, T.R. (1993) *Evaluating Social Science Research*, Sage.
- Bryman, A. and Bell, E (2011) *Business Research Methods*, Oxford, OUP
- Bryman, A. (2012) *Social Research Methods*, 4th Edition. Oxford University Press
- Collis J and Hussey R (2013). *Business Research: A Practical Guide for Undergraduate and Postgraduate students* (4th edition). Palgrave Macmillan.
- Easterby-Smith, M. Thorpe, P. & Lowe, A. (2001) *Management Research an Introduction* Sage

- Keleen *M. L. and Ru*mens N. (2008), *An Introduction to Critical Management Research,* SAGE
- Gill J and Johnson P (2010). *Research Methods for Managers* (4th edition) Sage.
- Lancaster, G and Crowther D. (2008). *Research Methods: A Concise Introduction to Research in management and Business Consultancy* (2nd edition) Rutledge
- Quinlan C. (2015), *Business Research Methods,* Cengage Learning
- Saunders, M.N.K., Lewis, P., and Thornhill, A. (2012) *Research Methods for Business Students* ; FT Prentice Hall
- Schutt, R.K. (2014) *Investigating the Social World: The Process and Practice of Research* (8th edition), SAGE
- Seale, C. (2012). *Researching Society and Culture*, 3rd Edition, London, Sage.
- Veal A.J. (2011) *Research Methods for Leisure and Tourism.* Fourth Edition. Financial Times/Prentice Hall.

MODULE TITLE:	**Integrated Case Study (Major project module)**
MODULE CODE:	CPLMBAM98
LEVEL:	7
CREDITS:	60
TOTAL STUDY HOURS:	100

STUDY HOURS
BREAKDOWN:

	STUDY HOURS
Lectures/ seminars	30
Directed learning	180
Independent learning	390
Total study hours	**600**

PRE-REQUISITES: ??

MODULE LEADER:

RATIONALE
The module provides a learning framework within which the cross-functional contexts of the modern business environment and the skill sets required in this environment are able to be explored within a sustained piece of case study based analysis and research. It critically focuses on enabling each student to review practical business problems and proposing solutions to these problems within a controlled "live" learning environment which is focused on case study evaluation. It also provides opportunities for each student to solve cases/case study examples and justify the solutions that have been put forward from an available pool of different solutions and scenarios. The module provides each student with an introduction to the differential learning opportunities offered within retrospective, contemporary, and prognostic case study analysis and evaluations which may be drawn from differing examples.

AIMS
The module aims to:-
- Provide a learning experience for students whereby the learning outcomes from the MBA programme can be brought together, reflected upon in a formal report, and consolidated from a general management perspective into a substantial body of work focussed upon a case study approach to research and applied outcomes
- Provide a discussion and learning framework within which the reality of the cross-functional contexts of the modern business environment and the matching skill sets required in this environment are able to be explored within a sustained piece of applied research within a case study approach
- Provide a learning platform in which the inter-disciplinary skill set needed in contemporary management contexts is able to be developed while drawing on a range of general management disciplines & competencies exhibited by the student and tested within the project.
- Providing an integrative Learning Framework within a case study approach aimed at and based upon real-life business situations, while providing the mentoring safety of the academic environment and sheltered from the risks of the real world.

- Critically focus on enabling students to review practical business problems and proposing solutions to these problems within a controlled "live" learning environment.
- Provide opportunities for students to solve cases/case study examples and justify the solutions that have been put forward from an available pool of different solutions.
- Provide opportunity for students to focus on decision making areas and ensuring that viability of responses becomes a key element of their skill sets
- Provide students with an introduction to the differential learning opportunities offered within retrospective, contemporary, and prognostic case study analysis and the evaluations which may be drawn from differing examples.

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

LO1: Applying theories and models across different disciplines gained from the MBA programme and undertake a comprehensive strategic review of a complex business scenario from an objective, impartial perspective to complete a Situational Analysis

LO2: Drawing upon various strategic tools and models (e.g. SWOT) and techniques to conduct strategic analysis of the organizational situation and identify strategic issues and key influencing factors shaping organizations development and understand different strategic options.

LO3: Undertake complex analysis and evaluation from data and information provided in the case study

LO4: Develop a coherent strategic plan for the business based upon the strategic analysis of key issues, module contents of the MBA programme, with a clear vision, mission statement, core values and strategic objectives, structured analysis of problems, strategic solutions and conclusions underpinned by evidence-based analysis and critical discussions.

LO5: Learn from complex business issues in the role as an independent business consultant, or other specified role within the business case scenarios

LO6: Reflect on his/her own learning experiences and identify areas for further personal development in terms of knowledge, understanding and practical skills.

INDICATIVE CONTENT
- Introduction to Case Study Analysis --- Mini Cases, Macro Cases and Integrated Business Case Studies
  - A Modelled Approach to Case Study Analysis for Analysis and Decision Taking
- Understanding the Case Study Assignment Brief
  - The Environmental Audit
- Situational, SWOT Analysis and Resource Constraints
  - Problem Identification & Analysis
- Prioritisation Alignments to Strategic Intent
  - Assumption Setting
  - Strategic Business Planning
- Objectives, Strategies, Action Plans, by function to time scales

LEARNING AND TEACHING METHODS
Teaching is through Supervisory meetings in group or individual formats.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Research Reflection Report	2000 to 3000 words	20	LO6	Core
2	Case Study Analysis	10000 to 12000	80	LO1, LO2, LO3, LO4, LO5, LO6,	Core

INDICATIVE READING

Core Text:

- Yin, RK (2013) *Case Study Research: Design and Methods* 5th edn. Sage Publications, Inc;

- Simons, H (2009) *Case Study Research in Practice* Sage Publications Ltd.

- Thomas, G (2011) *How to do your Case Study: A Guide for Students and Researchers* Sage Publications Ltd.
- Thomas, G (2011) *How to do your Case Study: A Guide for Students and Researchers* Sage Publications Ltd.

Recommended reading

- Gerring, J (2016) *Case Study Research: Principles and Practices* 2nd edn. Cambridge University Press
- Jankowicz, A.D., (2004) *Business research projects*, 4th ed. Thomson Learning.
- Kara H. (2015) *Creative Research methods in the Social Sciences: A Practical Guide*, Policy Press
- Keats DM (2000). *Interviewing: A Practical Guide for Students and Professionals.* Open University Press.
- King N. and Horrocks C. (2010) *Interviews in Qualitative Research,* SAGE
- Lancaster G (2004). *Research Methods in Management: A Concise Introduction to Research in Management and Business Consultancy.* Butterworth-Heinemann.
- *Crowther D. and Lancaster G. (2008) Research Methods: A Concise Introduction to Research in Management and Business Consultancy* (2nd Edition) Routledge
- Marsden P. V. and Wright J. D, (2010) *Handbook of Survey Research* (2nd edition) Emerald Group Publishing
- May T (2011). *Social Research: Issues, Methods and Research* (4th edition). Open University Press.
- Pallant J (2013). *SPSS Survival Manual*: A step by step guide to data analysis using *IBM SPSS* (5th edition). Open Uni*versity* Press.
- Partington D (2002). *Essential Skills for Management Research*. Sage.
- Patton M. Q, (2015) *Qualitative Research and Evaluation methods: Integrating Theory and Practice,* (4th edition) SAGE
- Peterson RA (2000). *Constructing Effective Questionnaires.* Sage.
- Quinton S. and Smallbone T. (2006) *Postgraduate Research in business: A Critical Guide* (Sage Study Skills), SAGE
- Robson C (2002). *Real World Research: A resource for social scientists and practitioner-researchers* (Second Edition). Blackwell.
- Robson C (2011). *Real World Research* (3rd edition) John Wiley & Sons

- Saunders. N. K. and Lewis. P. (2011) *Doing Research in Business and management: An Essential Guide to Planning your Project,* FT/ Prentice Hall
- Scheyvens R and Donovan S (2014). *Development Fieldwork: A Practical Guide.* (2nd edition) Sage.
- Sekaran U and Bougie R. (2013). *Research Methods for Business: A Skill Building Approach* (6th edition). John Wiley and Sons.

MODULE TITLE:	**Business Development Proposal (Major project module)**
MODULE CODE:	CPLMBAM97
LEVEL:	7
CREDITS:	60
TOTAL STUDY HOURS:	100

STUDY HOURS BREAKDOWN:

	STUDY HOURS
Lectures/ seminars	30
Directed learning	180
Independent learning	390
Total study hours	**600**

PRE-REQUISITES:

MODULE LEADER:

RATIONALE

The module is focussed on providing, evaluating and discussing a critical overview of Scenario Planning and Case Study Analysis and their application and use in the development of a Business Development Proposal which is taken and developed to a "live" and launch stage. The module also focusses on evaluating the critical discussion framework for, and exploring the concepts which may be identified in examples, models and scenario planning contexts in order that these may be reviewed and effectively applied in the development of a business project proposal to the immediate pre-launch stage. It also develops each learner's experience in, and critical understanding, evaluation and analysis of, scenario evaluation and environmental scanning and how these may be used as creative contributions to business research, critical analysis, and strategic and operational thinking.

The module provides each student with the opportunity to develop the skills to communicate proposed solutions and the rationale behind them to an audience of potential investors, peers, business professionals, and academic mentors. It additionally provides a project context which is based on the clear identification of business opportunity for each individual student and in which their formal report will be capable of being translated into a business venture proposal and able to be presented to investors for consideration for direct investment support.

AIMS

The module aims to:-

- Provide students with a critical overview of Scenario Planning and Case Study Analysis and their application in the development of a Business Development Proposal to a "live" and launch stage.
- Provide an introduction to four scenario planning contexts in order that the student may apply these to their professional and career intensions and objectives

35

- The Scenarios are:-

> Scenario 1 - a company start up
> Scenario 2 - as a current business owner
> Scenario 3 - working in the current employee organisation
> Scenario 4 - as a commercial or non-commercial organisation that is known to the candidate

- Provide students with specific opportunities to reflect upon and integrate the knowledge acquired in the modules forming the early stages of the programme within an employability and career development focussed learning framework
- Provide students with an opportunity to reflect upon and develop the ability to apply their knowledge to the analysis and solution of the kinds of business and management problems that are encountered in the developing a viable and persuasive business proposal
- Provide the student with the opportunity to develop the skills to communicate proposed solutions and the rationale behind them to an audience of potential investors, peers, business professionals, and academic mentors;
- Provide the student with the opportunity to present a plan of action based on the research and speak persuasively with the respect to the feasibility of the action and the likelihood of it leading to business success.
- Provide a framework in which the topic of the Scenario when carried through to completion offer the students clear opportunities for New Venture start ups
- Provide a Major Project context which is based on the clear identification of business opportunity for the student and in which their formal report will be capable of being translated into a business venture proposal and able to be presented to investors for consideration for direct investment support.
- Provide a formal experience for students in the preparation and delivery of a business proposal and presentation which is suitable for presentation to business investors and for submission for financial support.
- Provide opportunities for students to solve cases/case study examples and justify the solutions that have been put forward from an available pool of different solutions.
- Provide opportunity for students to focus on decision making areas and ensuring that viability of responses becomes a key element of their skill sets
- Provide students with an introduction to the differential learning opportunities offered within retrospective, contemporary, and prognostic case study analysis and the evaluations which may be drawn from differing examples.

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

LO1: Demonstrate applied knowledge / understanding and skills gained from a wider range of subject and disciplines within the MBA programme.

LO2: Identify innovation opportunities from the scenario brief and critically evaluate the feasibilities of new ideas/ innovation /new venture creation**.**

LO3: Undertake a comprehensive review of relevant information, data and research and critically evaluate the feasibility of new business idea to formulate potential business case.

LO4: Prepare a business development proposal in accordance with the scenario briefs provided and work independently in designing, implementing and presenting the business proposal.

LO5: Demonstrate key research process in developing the business proposal (e.g. data collection, marketing research etc.) and identify and critically appraise relevant methodologies throughout the process.

LO7: Demonstrate that he/she can prepare and present the results of his proposal in a convincing and persuasive manner.

LO8: Demonstrate that he can formulate a plan of action that is feasible and likely to lead to the success of the venture.

INDICATIVE CONTENT

- Selection of scenario
- Statement of assumptions
- Review of current position
- Environmental analysis leading to SWOT analysis
- Statement of future desired position
- Gap analysis
- Bridging the identified gaps
- Requirements for implementation
- Outcomes for key stakeholder groups
- Resource implications

LEARNING AND TEACHING METHODS
Teaching is through Supervisory meetings in group or individual formats.

ASSESSMENT

Component number	Form of assessment	Assessment size	Weighting (%)	Learning outcomes 1assessed	Core or non-core
1	Research Reflection Report	2000 to 3000 words	20	LO1	Core
2	Business Development Plan	10000 to 12000	80	LO1, LO2, LO3, LO4, LO5, LO6, LO7, LO8	Core

INDICATIVE READING

Core reading
- Bryman, A. and Bell,E (2011) *Business Research Methods*, Oxford, OUP
- Saunders, M.N.K., Lewis, P., and Thornhill, A. (2015) *Research methods for business students* ; 7th edn. Pearson

Recommended reading
- Babbie, E. (2012), *The Practice of Social Research*, 13th edn. Wadsworth Publishing
- Bell, J. (2010*), Doing Your Research Project*, 5th edn. Open University Press.
- Gillham, B. (2008), *Developing a questionnaire*, 2nd edn. Continuum.

- Huberman, AH and Miles, MB (2002). *The Qualitative Researcher's Companion: Classic and contemporary readings*, Sage.
- Gill, J. and Johnson, P. (2011). *Research Methods for Managers* 4th edn. Sage.
- Robson, C and McCartan, K. (2015), *Real World Research* 4th edn. John Wiley and Sons.
- Wilkinson, D (2003). *Using Research Instruments: A Toolkit for Researchers.* Routledge Farmer.
- Jankowicz, A.D., (2004) *Business research projects*, 4th ed. Thomson Learning.
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