



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

LEVEL 5

THE BUSINESS SCHOOL

FACULTY OF BUSINESS AND MANAGEMENT

2018-2019

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INTRODUCTION

This Module Directory includes all the modules for Level 5 within The Business School in the academic year 2018-2019.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

BMBM5000

TITLE: Accounting Software

DATED: 13/03/2018

LEVEL: 5

CREDITS: 20

JACS CODE: N400

AIM(S)

- To enable an in depth understanding of the purpose of financial accounting as an information system and to introduce the student to practical techniques and theoretical concepts surrounding the operation of accounting systems
- To introduce the student to a variety of IT skills used by the finance professional in the business environment, with a view of being able to evaluate and use selectively the most appropriate systems.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Enter data into and extract analytical information from a computerised accounting system dealing with year-end adjustments and the preparation of financial statements
- Display critical understanding of the key internal auditing controls to confirm the accuracy of information generated by a computerised accounting system
- Produce considered budgets and forecasts and form solutions to financial modelling scenarios with the aid of information technology and appropriate accounting software

INDICATIVE CONTENT

- Processing routine and non-routine transactions using appropriate accounting software (SAGE 50 Accounts)
- Posting year-end adjustments using SAGE
- Preparation of financial statements using SAGE
- Internal auditing procedures of information produced by accounting systems (bank reconciliation, debtors/ creditors reconciliation etc.)
- Budgets and forecasts
- Financial modelling and sensitivity analysis using information technology

LEARNING AND TEACHING STRATEGY

The exploration of key issues and principles will be discussed in IT based workshops. To discuss their application within the students' studies and practical experience of the business software, computer room workshops/tutorials are the most appropriate strategy.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	25
Independent learning	150	75
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Time Constrained Assessment	2.5 hours	50%

Assessment Component 2 – TIME CONSTRAINED ASSESSMENT 50%

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Time constrained assessment	2.5 hours	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
TOTAL	100%

READING LIST

Module Code	BMBM5000	
Module Title	Accounting Software	
Classification	Reading List entry	Electronic*
Essential	Gilert G (2013) (1 st Ed) Sage Accounts 2013 in Easy Steps, In Easy Steps Ltd	☐
Essential	PK MacBride (2014) (1 st Ed) Sage accounting in Simple Steps Pearson International	☐
Essential	Mantovani B (2016) Sage 50 Accounts 2016 in easy steps, In Easy Steps Limited	☐
Further	Day A (2012) (3 rd Ed) Mastering Financial Modelling in Microsoft Excel: A Practitioner's Guide to Applied Corporate Finance, FT Prentice Hall	☐
Further	Drury J (2015) (9 th Ed) Management and Cost Accounting, Cengage Learning Ltd	☐

Module Code	BMBM5000	
Module Title	Accounting Software	
Further	Kelly J (2016) (4th Ed) Sage Accounts 50 For Dummies John Wiley and Sons	☐
Further	Nugus S (20014) Financial Planning Using Excel: Forecasting, Planning and Budgeting Techniques, CIMA Publishing	☐
Further	Swan J (20015) Practical Financial Modelling: A Guide to Current Practice 4th Edition, CIMA Publishing	☐
Journal	Accountancy	☐
Journal	Accountancy Age	☐
Journal	The Financial Times	☐
Website	http://www.frc.org.uk	☐
Website	http://www.icaew.com	☐
Website	http://www.sage.co.uk	☐

Students will also be directed to use academic databases such as Business Source Complete and Marketline.

M5X00839: Auditing, Ethics and Corporate Governance**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N421**

AIM(S)

This module aims to provide the student with a good working knowledge of the principles of external auditing in the modern business environment. It aims to explore and discuss current issues and developments in the field of auditing and corporate governance, which will enable the student to develop innovative solutions to more complex auditing problems.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically evaluate the philosophy of auditing and discuss its importance as a means of social control
- Devise and sustain arguments for an appraisal of the impact of risk, materiality, internal control and audit evidence in relation to the audit process. Design and apply audit tests in a range of familiar and unfamiliar business contexts.
- Demonstrate an advanced knowledge Statements of Auditing Standards through their application to a range of business situations.
- Debate and critically evaluate current areas of controversy in the fields of auditing, ethics and corporate governance

INDICATIVE CONTENT

- The legal framework and philosophy of auditing.
- Ethics and independence.
- Audit planning and risk assessment
- Audit evidence and substantive testing.
- Internal controls (manual and computer based)
- Analytical review and its application.
- Qualifications in audit reports.
- Auditor liability
- Current controversies and future perspectives in auditing.
- Current issues in Corporate Governance

LEARNING AND TEACHING STRATEGY

Lectures will be used to introduce the key skills, models and techniques. Students will be expected to read the relevant literature to facilitate discussion and evaluation of theories and models in seminar groups. Tutorial sessions will also focus on the application of theoretical models to real world situations, using case studies and scenarios in order to encourage students to develop their problem solving skills.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	1500 words	30%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	3 hours	70%

Assessment Summary

Activity type	Percentage
Written exam	70%
Coursework	30%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00839	
Module Title	Auditing, Ethics and Corporate Governance	
Classification	Reading List entry	Electronic*
Essential	Auditing Practices Board (2010) Standards and Guidance, Croucher CCH Group Ltd	☐
Essential	Cosserrat G, Rodda N (2009), Modern Auditing, John Wiley and Sons	☐
Essential	Millichamp A and Taylor J (2012) (10th Ed) Auditing Cengage Learning	☐
Further	Montgomery R (2012) Auditing Theory and Practice, Forgotten Books	☐
Further	Lewin A (2010) (1st Ed) A Students guide to Auditing Kaplan	☐
Further	Porter B, Hatherly D, Simon J, (2008) Principles of External Auditing, John Wiley and Sons	☐
Further	Soltani B (2007), Auditing: An International Approach, FT Prentice Hall	☐

Module Code	M5X00839	
Module Title	Auditing, Ethics and Corporate Governance	
Classification	Reading List entry	Electronic*
Further	Davies M and Aston J (2010 (1st Ed) Auditing Fundamentals FT Prentice Hall	☐
Further	Gray I and Manson S (2011) (5th Ed) The Audit Process, London: Thomson Business Press	☐
Journals	Accountancy	☐
Journals	Accountancy Age	☐
Journals	Accounting and Business Research – e access until 2010	☐
Journals	The Financial Times	☐
Journals	International Journal of Auditing	☐
Journals	Audit News (ICAEW)	☐
Journals	Auditing: A Journal of Practice and Theory	☐
Journals	Managerial Auditing Journal	☐
Websites	http://www.frc.org.uk/	☒
Websites	http://www.ifrs.org	☒
Websites	http://www.frc.org.uk/About-the-FRC/FRC-structure/Audit-and-Assurance-Council.aspx	☒
Websites	http://www.frc.org.uk/Our-Work/Codes-Standards/Audit-and-assurance/Standards-and-guidance/Standards-and-guidance-for-auditors/Auditing-standards.aspx	☒

M5X01822: Contract Law

DATED: 01/06/2015

LEVEL: 5
CREDITS: 20

JACS CODE: M222

AIM(S)

- This module will introduce students to the basic principles of contract law and the skills necessary to interpret primary and secondary sources.
- A knowledge and critical understanding of the development of contract law and the ability to identify areas for and means of reform, looking at international comparisons where relevant

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Demonstrate a critical understanding of the fundamental principles and concepts which underpin contract law and the underlying policy considerations;
- Demonstrate an awareness of the ethical and commercial issues which arise within contract law e.g. the question of the applicability of restitutionary damages to contractual problems, and the ability to debate these issues in relation to personal beliefs and values.
- Demonstrate an systematic understanding the fundamental legal techniques of reasoning from precedent and interpreting statutes, including knowledge of fact-finding,

INDICATIVE CONTENT

- Formation of a contract
- Agreement
- Content of the contract
- Interpretation of a contract
- Exemption clauses and unfair contract terms
- Discharge by performance, agreement and breach
- Discharge by frustration
- Mistake
- Misrepresentation
- Duress, undue influence and unconscionable bargains
- Illegality
- Damages
- Remedies
- Third Party rights
- Doctrine of privity of contract
- Assignment and agency

LEARNING AND TEACHING STRATEGY

This module will be taught via formal lectures and equally supported by guided tutorials. The teaching strategies for this module will include case studies, various media sources, review of articles, directed reading, research and practical work, group seminars and presentations, guest speakers as appropriate and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	25
Independent learning	150	75
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 – 2500 words	50%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	2 hours	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X01822	
Module Title	Contract Law	
Classification	Reading List entry	Electronic*
Essential	Poole 2015 Textbook on Contract Law 12 th Edition Oxford University Press, Poole 2014	☐
Essential	Casebook on contract Law 12 th Edition Oxford University Press	☐
Essential	Blackstones Statutes on Contract, Tort and Restitution 2014-15 25 th edition	☐
Further	E. McKendrick 2014 Contract Law 6 th Edition Oxford University Press	☐

Module Code	M5X01822	
Module Title	Contract Law	
Classification	Reading List entry	Electronic*
Further	Furmston 2012 Cheshire, Fifoot and Furmston's Law of Contract 16 th Edition Oxford University Press	☐
Further	M. Chen-Wishart 2015 Contract Law 5 th Edition Oxford University Press	☐
Further	P. Richards 2015 Law of Contract 12 th Edition Pearson	☐
Further	R. Brownsword 2006 Contract Law 2 nd Edition Oxford University Press	☐
Further	R. Taylor & D. Taylor 2015 Contract directions 5 th Edition Oxford University Press	☐
Journals	Cambridge Law Journal	☐
Journals	European Human Rights Law Review	☐
Journals	Harvard Law Review	☐
Journals	Journal of Contract Law	☐
Journals	Journal of Law and Society	☐
Journals	Law Quarterly Review	☐
Journals	Law Society Gazette	☐
Journals	Legal Studies	☐
Journals	Modern Law Review	☐
Journals	New Law Journal	☐
Journals	Northern Ireland Legal Quarterly	☐
Journals	Oxford Journal of Legal Studies	☐
Journals	Public Law	☐
Journals	The Journal Jurisprudence	☐
Websites	www.parliament.gov.uk	☒

M5X00841: Creativity and Innovation**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N190**

AIM(S)

- To develop awareness and capacity for creativity and innovation, for both individual and organisational contexts.
- To enable the student to recognise and select appropriate Intellectual Property Rights that protects innovation and associated assets.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Recognise the role of creativity and innovation in responding to global challenges.
- Understand the prerequisites and processes involved in developing new and alternative solutions and how to create environments that enhance the capacity for opportunity recognition and problem solving.
- Critically review, discuss and assess Intellectual Property issues in the context of the global market place

INDICATIVE CONTENT

- Definitions of innovation and creativity.
- Individuals as innovators: personal traits, social interaction, experimentation and play.
- Theories and models for innovation development from an interdisciplinary perspective.
- Theories and models for development of creativity.
- Innovation in groups and teams including models of team innovation.
- The determinates of organisational innovation and organisation creativity, and dynamic capabilities.
- Forms of capital, focusing on intellectual capital, brand and intangible asset management.
- Strategies for idea generation and development.
- Convergent and divergent approaches to problem solving.
- Assessing and selecting feasible business concepts, including stages of new product development.
- Impact of pervasive environmental issues on creativity, innovation and IP (technology, globalisation, sustainability, ethics).
- Intellectual Property Rights – issues, approaches and strategies for management.

LEARNING AND TEACHING STRATEGY

A student-centred framework will be employed that inspires curiosity and develops individual's aspirations and concepts. The conceptual, theoretical issues will underpin the approach – delivered during weekly lectures. Reflection and analysis will be key features. 'Entrepreneurs' will provide guest lectures and support the experiential learning methodology.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report	2500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Primary research and oral presentation	15 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	M5X00841	
Module Title	Creativity and Innovation	
Classification	Reading List entry	Electronic*
Essential	Brown, T (2010) Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation. Harper Collins, New York	☐
Essential	Chaser, A and Wolfe, C. (2010) Brand Rewired: Connecting Branding Creativity and Intellectual Property, John Wiley and Sons	☐
Essential	Drucker, P. (2007) Innovation and Entrepreneurship, Butterworth Heinemann	☐
Further	Abrahamson, S, Ryder, P, & Unterberg, B (2013) Crowdstorm: The Future of Innovation, Ideas and Problem Solving, Wiley	☐
Further	Amaeshi, K., Nnodim P. & Onyeda O. (2013) Corporate Social Responsibility, Entrepreneurship and Innovation. Oxford, Routledge	☐
Further	Dhaliwal, S. (2008) Making a Fortune: Learning from the Asian phenomenon. Capstone	☐
Further	Harvard Business School (2003) Managing Creativity and Innovation, Harvard Business School Press	☐
Further	Hill, D. (2010) Emotionomics: Leveraging Emotions for Business Success, Kogan Page	☐
Further	Lockwood, T (ed), (2009) Design thinking: Integrating Innovation, Customer Experience and Brand Value, Design Management Institute: Allworth Press.	☐
Further	Martin, R (2009), The Design of Business: Why Design Thinking is the Next Competitive Advantage, Boston: Harvard Business Press.	☐
Further	Osterwalder, A, Clark, T & Pigneur, Y (2010) Business Model Generation: a handbook for visionaries, game changers and challengers. John Wiley and Sons	☐
Further	Owens, D. A. (2011) Creative People Must be Stopped: 6 Ways We Kill Innovation (Without Even Trying) Jossey Boss	☐
Further	Pink, D. H. (2009) A Whole New Mind: Why Right Brainers Will Rule the Future, Penguin	☐
Further	Rae D (2007) Entrepreneurship: From Opportunity to Action. Basingstoke: Palgrave, Macmillan.	☐
Further	Read, S, Sarasvathy, S. Dew, N. Wiltbank, R. and Ohlsson, A. (2010) Effectual Entrepreneurship. Routledge	☐
Further	Robinson, K. (2011) Out of Our Minds: Learning to be Creative. Capstone	☐
Further	Runco, M. (2007) Creativity: Theories and Themes: Research, Development and Practice, Elsevier Academic Press	☐
Further	World Economic Forum (2009) Educating the Next Wave of Entrepreneurs: Unlocking entrepreneurial capabilities to meet the global challenges of the 21st Century, Report of the Global Education Initiative, Switzerland.	☐

Module Code	M5X00841	
Module Title	Creativity and Innovation	
Classification	Reading List entry	Electronic*
Journals	Creativity and Innovation Management	☐
Journals	Creativity Research Journal	☐
Journals	Journal of Small Business and Entrepreneurship Development	☐
Journals	Journal of Small Business Management	☐
Websites	http://www.businessmodelgeneration.com	☒
Websites	http://www.gemconsortium.org	☒
Websites	http://www.ipo.gov.uk	☒
Websites	http://ms.fs4b.wales.gov.uk/sub_sites/yes.aspx	☒
Websites	http://www.nesta.org.uk/innovation	☒
Websites	http://www.own-it.org	☒
Websites	http://www.wipo.int	☒

M5X00842: Data Handling and Business Intelligence

DATED: 11/02/2014

LEVEL: 5
CREDITS: 20

JACS CODE: I270

AIM(S)

The success of modern information systems is dependent upon the development of the databases upon which modern information systems are built. This module will provide students with a comprehensive understanding of how data systems work, how their benefits can be optimised and how to analyse and evaluate the information in the systems in order to obtain maximum benefit.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Identify and critically evaluate the current trends in data warehousing, business intelligence and data mining.
- Demonstrate a comprehensive knowledge and systematic understanding of essential concepts and principles by using Microsoft Excel's Data Mining add in for predictive analytics.

INDICATIVE CONTENT

- Knowledge management fundamentals
- Database systems and management
- Data governance, architecture and analysis
- Data security and quality management
- Data warehousing and business intelligence
- Practical issues in data management
- Online Analytic Processing (OLAP)
- The Data Mining Cycle
- Reporting

LEARNING AND TEACHING STRATEGY

Traditional and student-centred learning strategies will be employed to ensure a balance of theory and practice. A mix, therefore, of lectures, seminars, tutorials and workshops will be utilised to allow both a didactic and interactive learning experience for the student. In tutorials and workshops, students will work in groups and expand discussions in areas that are relevant to the opportunities and ideas that have been developed. Seminar presentations will be required, related to key areas of the syllabus.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report	2000 words	25%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report plus	1000 words	75%
Data mining application build	1000 words equivalent	

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00842	
Module Title	Data Handling and Business Intelligence	
Classification	Reading List entry	Electronic*
Essential	Connolly, T. & Begg, C (2014), Database Systems: a Practical Approach to Design, Implementation, and Management, 5th Ed., Pearson, Boston, MA.	☐
Essential	Collier, K.W., (2011) Agile Analytics: A Value-Driven Approach to Business Intelligence and Data Warehousing: Delivering the Promise of Business Intelligence, Addison-Wesley	☐
Further	Blenkhorn, D.L. and Fleisher, C.S. (Eds), (2005) Competitive Intelligence and Global Business, Westport, Conn: Praeger; Oxford: Harcourt Education	☐
Further	Fernandez, G. (2010) Statistical Data Mining Using SAS Applications, Boca Raton, CRC Press	☐
Further	Han, J., Pei, J., Kamber, M. (2011) Data Mining: Concepts and Techniques, London	☐
Further	Howson, C., (2013), Successful Business Intelligence: Secrets to Making BI a Killer App, McGraw-Hill Osborne	☐
Further	Ishikawa, A. and Nakagawa, J. (2013) Introduction to Knowledge Information Strategy, From Business Intelligence to Knowledge Sciences, World Scientific Publishing	☐
Further	Laursen, G.H.N. and Thorlund, J. (2010) Business Analytics for Managers: Taking Business Intelligence Beyond Reporting, Winchester, John Wiley & Sons	☐
Further	Raisinghani, M.S (Ed.), (2004) Business Intelligence In The Digital Economy: Opportunities, Limitations And Risks, Hershey, London	☐
Further	Refaat, M. (2006) Data Preparation for Data Mining Using SAS, Morgan Kaufmann	☐
Further	Sabherwal, R. and Becerra-Fernandez, I. (2010) Business Intelligence, John Wiley and Sons: Chichester	☐
Further	Van der Lans, R. (2012) Data Virtualization for Business Intelligence Systems, Morgan	☐
Websites	http://www.digitalenterprise.org/	☒
Websites	http://www.businessweek.com/	☒
Websites	http://www.ecommerceexpo.co.uk/	☒
Websites	https://www.gov.uk/government/publications	☒
Websites	http://ec.europa.eu/internal_market/e-commerce/directive/index_en.htm	☒
Websites	http://www.ictparliament.org/legislationlibrary/e-Commerce	☒

MODULE CODE: BMBM5005
TITLE: Developing Professional Practice
DATED: 13/03/2018

LEVEL: 5

CREDITS: 20
JACS CODE: N600

AIM(S)

- To develop student knowledge and critical understanding of the skills and behaviours required to operate as an efficient and effective professional in business.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Recognise and apply the skills and behaviours required to be an effective and efficient professional.
- Express themselves professionally in relevant workplace scenarios, such as interviews and presentations.
- Apply continuous professional development (CPD) techniques to construct, implement and review a personal development plan.

INDICATIVE CONTENT

- Understand what it means to be a professional
- Evaluate the nature of change, change frameworks and theories and barriers and drivers of change.
- Learn and apply theories and models of conflict management on interpersonal and group levels.
- Practice techniques and theories related to using communication for persuasion, influence and engagement.
- Building and maintaining networks
- Application of project management and problem solving techniques.
- Evaluation and application of theories and models of team building, team maintenance and high performing teams including remote and virtual.
- Undertake self-assessment of capabilities to identify development needs
- Produce a plan to meet personal development objectives
- Understand the importance of critical reflection.

LEARNING AND TEACHING STRATEGY

Students will become familiar with concepts, principles and practices relating to the topic via workshops, seminars and relevant guest speakers. The teaching strategy within these sessions will include group discussion, the analysis of case studies (both paper based and video) documentary clips and other media.

During tutorial students will take part in brief simulated, experiential exercises to practice the skills discussed in sessions.

The development of conceptual and critical thinking, analysis, synthesis and evaluation will be encouraged through participation in desktop research and peer teaching activities.

Group activities will support students in the development of critical management skills such as self-management, flexibility, assertiveness and the ability to plan, organise and manage time. Students will also be encouraged to take part in reflective activities by way of informal updates on their enquiries of the topics discussed. How students deliver and record the results from their enquiries is for them to decide although they will be encouraged to use technology, for example, PowerPoint, Blogs, Wikis and Discussion Boards.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1,500 words	40%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	2,500 words	60%

This module is aligned to the CIPD

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	BMBM5005	
Module Title	Developing Professional Practice	
Classification	Reading List entry	Electronic*
Essential	Johns, T. and Perkins, G., 2016. Developing Professional Practice. In: Taylor, S. and Woodhams, C. (2016). Studying human resource management. London: Chartered Institute of Personnel and Development.	☐
Essential	Gallagher, K., 2013. Skills development for business and management students: study and employability Second., Oxford: Oxford University Press.	☐
Essential	www.cipd.co.uk	☒
Essential	www.mindtools.com	☒
Further	Armstrong, M., 1999. How to be an even better manager: a complete A-Z of proven techniques and essential skills 5th ed., London: Kogan Page.	☐
Further	Barker, A., 2013. Improve your communication skills 3rd ed., London: Kogan Page.	☐
Further	Forsyth, P., 2013. Successful Time Management 3rd ed., London: Kogan Page.	☐
Further	Watson, G., Reissner, S. & Chartered Institute of Personnel Development, 2010. Developing skills for business leadership, London: Chartered Institute of Personnel and Development.	☐
Further	Friedman, A.L., 2012. Continuing professional development, London: Routledge.	☐
Further	People Management	☒
Further	Personnel Today	☒
Further	Harvard Business Review	☒

Students will also be directed to use academic databases such as Business Source Complete and Marketline.

M5X008436: Digital Marketing**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N500**

AIM(S)

- Digital marketing has developed from an isolated peripheral activity to the hub of customer-centric communications in an increasingly multi-channel environment.
- This module will give students the essential knowledge and skills to plan, implement and monitor effective digital marketing campaigns and contribute to operational marketing plans.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate critical understanding of the full range of digital marketing tools available to a business whilst also addressing privacy, trust and security issues.
- Appraise how digital marketing techniques can be successfully integrated into the marketing plan using campaign tools for effective measuring and monitoring.

INDICATIVE CONTENT

- The difference between digital marketing and traditional marketing.
- Campaign tools, their application and monitoring.
- Current digital marketing trends including Search Engine Optimisation (SEO), Pay Per Click (PPC).
- Online advertising, e-mail marketing, viral marketing, online PR, affiliate marketing and social media.
- Digital metrics, regulation and codes of practice.
- The Digital Marketing Planning: digital marketing planning fundamentals.
- The implementation, measurement and evaluation of successful plans.
- Current ethical issues such as relationship marketing, permission and consumer concerns around privacy, trust and security.

LEARNING AND TEACHING STRATEGY

Traditional and student-centred learning strategies will be employed to ensure a balance of theory and practice. A mix, therefore, of lectures, seminars, tutorials and workshops will be utilised to allow both a didactic and interactive learning experience for the student.

In tutorials and workshops, students will work in groups and expand discussions in areas that are relevant to the opportunities and ideas that have been developed. Seminar presentations will be required, related to key areas of the syllabus.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
PowerPoint presentation and supporting report	12 slides 1500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Marketing Audit Presentation (50% of AC2)	12 slide presentation	50%
Digital Marketing Plan (75% of AC2)	1500 word plan	

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	M5X00843	
Module Title	Digital Marketing	
Classification	Reading List entry	Electronic*
Essential	Chaffey, D. and Ellis-Chadwick, F. (2012) Digital Marketing: strategy, implementation and practice. 5th Ed., FT Prentice Hall: Harlow	☐
Further	Baines P., Fill C. & Page K. (2014) Marketing, 2 nd Ed., Oxford University Press: Oxford	☐
Further	Bradley, N. (2013) Marketing Research: tools and techniques. 3 rd Ed., Oxford, Oxford University Press: Oxford	☐
Further	Brown, E. (2012) Working the crowd: social media marketing for business. 2 nd Ed., British Informatics Society Ltd: Swindon	☐
Further	Chaffey, D. and Smith, P. (2012) eMarketing eXcellence: planning and optimising your digital marketing. 4 th Ed., Routledge: Abingdon.	☐
Further	Comm, J. and Burge, K. (2010) Twitter power: how to dominate your market one tweet at a time. John Wiley & Sons: New York	☐
Further	Fill, C. (2011) Essentials of marketing communications. FT Prentice Hall: Harlow	☐
Further	Godin, S. (2007) Permission marketing. Pocket Books: Reading	☐
Further	Rogers, C. & Rowles, D. (2012) Complete Guide to Search Engine Optimization. Targetinternet.com	☐
Further	Ryan D. and Jones, C. (2014) The best digital marketing campaigns in the world: mastering the art of customer engagement. Kogan Page: London	☐
Further	Scott, D.M. (2013) The new rules of marketing and PR: how to use social media, online video, mobile applications, blogs, news releases and viral marketing to reach buyers directly. 4 th Ed., John Wiley & Sons: Chichester	☐
Websites	http://www.digitalenterprise.org/	☒
Websites	http://www.businessweek.com/	☒
Websites	http://www.ecommerceexpo.co.uk/	☒
Websites	https://www.gov.uk/government/publications	☒
Websites	http://ec.europa.eu/internal_market/e-commerce/directive/index_en.htm	☒
Websites	http://www.ictparliament.org/legislationlibrary/e-Commerce	☒

M5X00844: eCommerce**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N990**

AIM(S)

This module aims to develop student's critical understanding of the eCommerce environment its models, practices and development approach. Students will engage in examining existing eCommerce approaches taking a business process; communications; service and online engagement perspective. Drawing on their entrepreneurial spirit students will be engaged collaboratively in developing their own eCommerce solutions.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Critically appraise an organisation's suitability to engage in eCommerce, and
- Apply key appropriate concepts to development of an eCommerce proposal

INDICATIVE CONTENT

- The eCommerce environment
The eCommerce environment and business models
The technologies opportunity in the digital era
Online behaviour and the communications relationships
Merchant and payment systems
Globalisation, social media and eCommerce
Managing the digital business across cultures
The innovation and the development process
- Innovation and the development process
Revenue and competitor analysis
Profiling and scenario development
Organisation and navigational structure design principles
Solution representation – tools and techniques of visual digital eCommerce design
Identifying and measuring eCommerce success

LEARNING AND TEACHING STRATEGY

The learning and teaching strategy for this module is based on a collaborative approach in which learners construct their own understanding through joint interaction, through individual and group based activity.

The first part of the module is more outward looking, requiring learners to engage in exploring the developments of eCommerce in the wider environment. The second part of the module focuses learner's attention toward a mini project of their own choosing drawing on their entrepreneurial spirit.

The learning is conducted in both a classroom and online environment in which learners engage with each other in critiquing existing eCommerce practices and working together collaboratively on individual planning of an eCommerce solution of their choosing. The learning and teaching develops their critical engagement in existing knowledge, research and exploration of existing practices and through dialogue and interaction they develop individual positions through multiple perspectives.

The learning is undertaken in both a classroom session where group activity is commonplace along with supporting online group activity. Several social media tools are used to develop joint activity during and between scheduled sessions.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1600 words	40%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2400 words plus diagrams	60%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00844	
Module Title	eCommerce	
Classification	Reading List entry	Electronic*
Essential	Chaffey, D. (2011) eBusiness and Ecommerce Management, Prentice Hall: Harlow	☐
Essential	Laudon, K., & Traver, C. (2013) E-Commerce: business, technology, society. 2013, Pearson, New York.	☐
Further	Anderson, S. (2011) Seductive interaction design, New Riders: Berkeley	☐
Further	Besird, J. (2007) Principles of Beautiful Web Design, Collingwood, SitePoint: Sydney	☐
Further	Colbourne, G. (2010) Simple and usable web: mobile and interaction design, New Riders: Berkeley.	☐
Further	Daniel, I. (2011) e-Commerce: Get it right, NeuroDigital.	☐
Further	Greenberg, S, Carpendale, S., Marquardt, N. & Buxton, B. (2012) Sketching user experiences, Morgan Kaufmann Publishers: Waltham.	☐
Further	Lester, D. How they started, Crimson Publishing: Surrey.	☐
Further	Lorenzo, C., Moll, A., & Gomez, M. (2008) Consumer behaviour in an online shopping environment, VDM Verlag: Germany.	☐
Further	McLuhan, M. (1968) Understanding media, Routledge, Abingdon.	☐
Further	Nahai, N. (2012) Webs of influence, Pearson: Harlow	☐
Further	Priestley, D. (2013) Entrepreneur revolution: how to develop your entrepreneurial mindset and start a business that works Capstone Publishing Ltd: Chichester.	☐
Further	Rickman, C. (2012) The digital start-up workbook, Capstone Publishing Ltd: Chichester.	☐
Further	Tobin, L. (2012) Entrepreneur: How to start an online business, Capstone Publishing Ltd: Chichester.	☐
Further	Zhou, Y. & Ali, Faizan, A. (2012) Factors affecting consumer behaviour in online shopping: a study of students purchasing clothing in the UK online market LAP LAMBERT Academic Publishing: Saarbrücken	☐
Journals	Quarterly Journal of Electronic Commerce	☐
Journals	Journal of Organizational Computing and Electronic Commerce	☐
Journals	Journal of Electronic Commerce in Organizations	☐
Journals	Journal of Information Systems and eBusiness Management	☐
Websites	http://www.digitalenterprise.org/	☒
Websites	http://www.businessweek.com/	☒
Websites	http://www.ecommerceexpo.co.uk/	☒
Websites	https://www.gov.uk/government/publications	☒
Websites	http://ec.europa.eu/internal_market/e-commerce/directive/index_en.htm	☒
Websites	http://www.ictparliament.org/legislationlibrary/e-Commerce	☒

M5X00846: Entrepreneurship**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N190**

AIM(S)

This module introduces the concept of entrepreneurship and gives students the theoretical and practical knowledge to engage in the entrepreneurial process. The module will do this through critically evaluating current and emerging entrepreneurial themes, and through an investigation of a specific market with the production of a professional business plan.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evaluate the theoretical knowledge of entrepreneurship.
- Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding to initiate and carry out a Business Plan.

INDICATIVE CONTENT

- Defining entrepreneurship and enterprise. The importance of entrepreneurship in the economy.
- Different perspectives in understanding entrepreneurship.
- Entrepreneurial traits and motivations
- The role of the entrepreneur: Managerial versus entrepreneurial mind-set. Skills attitudes and behaviours associated with entrepreneurs.
- Developing entrepreneurial skills.
- Developing new ideas, products and services
- How to develop a business model.
- The business planning process – analysis, choice and implementation – mainly as relevant to micro business and SMEs
- Business description: business ownership/legal formats, mission and objectives

- The market and competitors: analysis of the macro/micro environment using frameworks such as SWOT, SLEPT, Porter's 5 forces, frameworks and techniques to investigate competitors and understand customers including industry analysis and market research.
- The marketing plan (segmentation and targeting, product, price, promotion, business premises/distribution, service issues)
- Management and human resources plan: people/staffing issues including hiring and firing
- Operations and production plan: production facilities, IT requirements, and intellectual property rights issues such as copyright, trademarks and patents.
- Financial plan: e.g. sources of finance to start-up a business, costings, breakeven analysis, cash flow predictions, profit and loss accounts.
- Pitching the idea/plan: presentation techniques, documentation conventions

LEARNING AND TEACHING STRATEGY

Lectures will be used to impart key concepts but as the module aims to encourage and develop the student's entrepreneurial skills, self-motivation and analytical abilities, student-centred learning strategies are necessary. Therefore, workshops, seminars and tutorials will be incorporated that facilitate an interactive learning experience for the student. Students will be encouraged to lead class discussions into areas that are pertinent to the opportunities and ideas that they have generated (facilitated by the lecturer). Similarly, such strategies are suitable for the exploration of these topics and their application to case studies pertaining to entrepreneurship in industry. During tutorials, students will also have the opportunity to apply these issues to their chosen business/product plan, and gain individual, formative feedback regarding their work.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report with presentation	1500 words / 5 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Business Plan	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00846	
Module Title	Entrepreneurship	
Classification	Reading List entry	Electronic*
Essential	Barringer, B. R. & Ireland, R.D. (2012) Entrepreneurship: Successfully Launching New Ventures, Ed., Prentice Hall: New Jersey	☐
Essential	Williams, S. (2013) FT Guide to Business Start Up 2013: The only annually updated guide for entrepreneurs, 9th Ed., Financial Times Press: Harlow.	☐
Further	Blackwell, E. (2011), How to Prepare a Business Plan: Planning for Successful Start-up and Expansion, (5th Ed) Sunday Times Business Enterprise Series, Kogan Page	☐
Further	Burns, P. (2010) Entrepreneurship and Small Business, Ed., Palgrave Macmillan: Basingstoke	☐
Further	Butler, D. (2006) Enterprise Planning and Development: Small Business and Enterprise Start-up Survival and Growth. Routledge.	☐
Further	Hisrich, R.D., Peters, M.P. & Shepherd, D.A. (2013) Entrepreneurship, 9th Ed., McGraw Hill: NY	☐
Further	Mariotti, S. and Glackin, C. (2013) Entrepreneurship: Starting and Operating a Small Business (3rd Ed), London: Prentice-Hall.	☐
Further	Rae, D. (2007) Entrepreneurship: from opportunity to action, 2nd Ed., Basingstoke: Palgrave Macmillan	☐
Further	Rickman, CD (2013) The Small Business Start-Up Workbook: A step-by-step guide to starting the business you've dreamed of. London, How To Books	☐
Further	Timmons, J. & Spinelli, S. (2008) New Venture Creation: Entrepreneurship for the 21st Century, McGraw Hill: Boston	☐
Further	Zimmerer, T.W. & Scarborough, N.M. (2011) Essentials of Entrepreneurship, 6th Ed., Prentice Hall: New Jersey	☐
Journals	Entrepreneurship: Theory & Practice	☐
Journals	International Small Business Journal	☐

Module Code	M5X00846	
Module Title	Entrepreneurship	
Classification	Reading List entry	Electronic*
Journals	Journal of Business Venturing	☐
Journals	Journal of Entrepreneurship	☐
Journals	Journal of Small Business and Entrepreneurial Development	☐
Journals	Journal of Small Business Management	☐
Websites	http://www.smallbusiness.co.uk/	☒
Websites	https://www.gov.uk/government/organisations/department-for-business-innovation-skills	☒
Websites	http://business.wales.gov.uk/	☒
Websites	http://wales.gov.uk/topics/businessandeconomy/help/?lang=en	☒

M5X00845: Enterprising Organisations**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N200**

AIM(S)

- To develop an understanding and knowledge of the opportunities and features of enterprising organisations working in a variety of sectors and settings
- To develop an understanding and awareness of the skills, values and cultural requirements for effective entrepreneurialism within organisations of different types

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Recognise the role of enterprising organisations in the business, social, community and environmental sectors
- Understand the prerequisites and processes involved in leading, managing and growing enterprising organisations
- Understand the skills, values and cultures that are necessary within enterprising organisations.
- Critically review, discuss and assess policy initiatives and support mechanisms that impact on enterprise and examine regional/national differences

INDICATIVE CONTENT

- Definitions and concepts: what is an enterprise and what is an enterprising organisation; how does this relate to entrepreneurship
- The role of enterprise within social and economic development and a review of key policy and support initiatives including some historical perspectives
- Enterprise in the small business sector: its characteristics, features, challenges and opportunities
- The nature and importance of social and community enterprise, environmental enterprise and the concept of the triple bottom line
- Family businesses; unique features, opportunities and threats.
- Traits, characteristics and motivations of different types of entrepreneurs, intrapreneurs and enterprise drivers
- The entrepreneurial organisation: management styles, cultures and structures that facilitate entrepreneurship/intrapreneurship in larger organisations
- The relationship between entrepreneurship, management and leadership in enterprising organisations

- Concepts and measures of enterprise success, in contrast to the impact and relevance of enterprise failure.

LEARNING AND TEACHING STRATEGY

The delivery will include lectures to introduce concepts, principles and practices. Workshops and role plays will allow students to explore the ideas and opportunities identified within the module. Case studies (including relevant speakers and visits) will provide practical applications and understanding. Support organisations will also provide speakers.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report style assignment	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Case study	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00845	
Module Title	Enterprising Organisations	
Classification	Reading List entry	Electronic *
Essential	Deakins, D. (2012) Entrepreneurship and Small Firms. 6th Ed. New York; London: McGraw Hill.	☐
Essential	Wickham, P. A. (2006) Strategic Entrepreneurship. 4th Ed. FT Prentice Hall.	☐
Further	Bessant, J. & Tidd, J. (2011) Innovation & Entrepreneurship. John Wiley & Sons, London	☐
Further	Birley, S. & Muzyka, D. (2000) Mastering Entrepreneurship: Complete MBA companion in Entrepreneurship, Financial Times / Prentice Hall, London.	☐
Further	Bolton, B. & Thompson, J. (2013) 3rd Ed. Entrepreneurs: Talent, Temperament and Technique. Oxford, Routledge	☐
Further	Bridge, S., O'Neill, K. and Martin, F. (2012) 4th Ed. Understanding enterprise: entrepreneurship and small business. Basingstoke: Palgrave, Macmillan.	☐
Further	Burns, P. (2008) Corporate Entrepreneurship. Palgrave, Macmillan.	☐
Further	Carter, S. and Jones-Evans, D. (2012) Enterprise and small business: principles, practices and policy. 3rd Ed. London: Prentice Hall.	☐
Further	Chaston, I. (2009) Entrepreneurial management in small business. London: Sage.	☐
Further	Chell, E. (2013) The Entrepreneurial Personality: A Social Construction. Routledge, Oxford.	☐
Further	Clydesdale, G. (2009) Entrepreneurial opportunity. Routledge, Oxford,	☐
Further	De Bruin, A. & Dupuis, A. (2003) Entrepreneurship: New Perspectives in a Global Age. Ashgate Publishing Limited.	☐
Further	Desouza, K. C. (2012) Intrapreneurship: Managing Ideas Within Your Organisation (Ontario Legal Directory). Toronto: University of Toronto Press.	☐
Further	Down, S. (2010) Enterprise, Entrepreneurship and Small Business. Sage.	☐
Further	Drucker, P. F. (2007) Innovation & Entrepreneurship. The Classic. London: Drucker Collection. Elsevier.	☐
Further	Hebert, R. F. & Link, A. N. (2009) A history of entrepreneurship. Routledge, Oxford.	☐
Further	Herbert, T. (2009) Advances in Strategic Corporate Entrepreneurship. Routledge, Oxford	☐
Further	Kariv, D. (2012) Female Entrepreneurship and the New Venture Creation. Oxford, Routledge.	☐
Further	Kariv, D. (2012) Female Entrepreneurship and the New Venture Creation. Oxford, Routledge.	☐
Further	Knott, A. M. (2014) Venture Design. London: Sage.	☐
Further	Legge, J. and Hindle, K. (2004) Entrepreneurship: Context, vision and planning. Palgrave Macmillan, Basingstoke.	☐

Module Code	M5X00845	
Module Title	Enterprising Organisations	
Classification	Reading List entry	Electronic *
Further	Martin, F. & Thompson, M. (2009) Social Enterprise: Developing Sustainable Businesses. Palgrave Macmillan, Basingstoke.	☐
Further	McAdam, M. (2012) Female Entrepreneurship. Oxford, Routledge.	☐
Further	Mellor, R. (2008) Entrepreneurship for Everyone. Sage, London.	☐
Further	Mitra, J. (2011) Entrepreneurship, Innovation and Regional Development. Routledge, Oxford	☐
Further	Rae, D. (2007) Entrepreneurship: From Opportunity to Action. Basingstoke: Palgrave, Macmillan.	☐
Further	Robinson, J. Mair J. & Hockerts, K. (2008) International perspectives on social entrepreneurship. Basingstoke: Palgrave, Macmillan.	☐
Further	Terziovski, M. (2008) Energising Management through innovation and entrepreneurship: European research and practice. Routledge, Oxford.	☐
Further	Thanh, M. T. & Turkina E. (2013) Entrepreneurship in the Information Economy: Models, Approaches and Prospects for Economic Development. Oxford, Routledge.	☐
Journals	Edge	☐
Journals	Entrepreneurship: Theory & Practice	☐
Journals	International Small Business Journal	☐
Journals	European Journal of Innovation Management	☐
Journals	International Journal of Entrepreneurial Behaviour and Research	☐
Journals	Journal of Business Venturing	☐
Journals	Journal of Entrepreneurship	☐
Journals	Journal of Small Business Management	☐
Websites	http://www.smallbusiness.co.uk/	☒
Websites	https://www.gov.uk/government/organisations/departement-for-business-innovation-skills	☒
Websites	http://business.wales.gov.uk/	☒
Websites	http://wales.gov.uk/topics/businessandeconomy/help/?lang=en	☒
Websites	http://www.socialenterprise.org.uk/	☒

M5X01823: European Law

DATED: 01/06/2015

LEVEL: 5
CREDITS: 20

JACS CODE: M120

AIM(S)

- This module will introduce students to the fundamental principles of European Law and develops the skills necessary to interpret and critically evaluate primary and secondary sources.
- To develop students' critical awareness of the social, political and cultural context in which law operates within European Law and will introduce students to the research, analytical and presentational skills necessary.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- systematically understand the historical development of the European Communities and the EU; of the institutions of the EU; of the acts of the EU and its various sources of law; and of the general principles of EU law;
- Critically evaluate specific areas of EU law such as competition law, the law relating to free movement of goods, free movement of persons, freedom of establishment, freedom to provide services, and of sex discrimination

INDICATIVE CONTENT

- Origins, institutions and development of the EU
- Sources and forms of EU law
- Supremacy of EU Law
- Jurisdiction
- Legislation
- Freedom of Movement

LEARNING AND TEACHING STRATEGY

This module will be taught via formal lectures and equally supported by guided tutorials. The teaching strategies for this module will include case studies, various media sources, review of articles, directed reading, research and practical work, group seminars and presentations, guest speakers as appropriate and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	25
Independent learning	150	75
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 – 2500 words	50%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	2 hours	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X01823	
Module Title	European Law	
Classification	Reading List entry	Electronic*
Essential	Text: P. Craig & G. de Burca 2015 EU Law Text, Cases and Material 6 th Edition Oxford University Press	☐
Essential	Statute Book: Blackstones EU Treaties and Legislation 2014-2015 25 th Edition Oxford University Press	☐
Further	E. Berry & M.J. Homewood 2015 Complete EU Law, Text, Cases and Materials 2 nd Edition Oxford University Press	☐
Further	J. Pinder 1998 The Building of the European Union 3 rd Edition Oxford University Press	☐
Further	N. Foster 2015 Foster on EU Law 5 th Edition Oxford University Press	☐
Further	S. Prechal 2006 Directives in EC Law 2 nd edition Oxford University Press	☐
Further	T. Tridimas 2007 The General Principles of EU Law 2 nd Edition Oxford University Press	☐

Module Code	M5X01823	
Module Title	European Law	
Classification	Reading List entry	Electronic*
Journals	Official Journal of the EU	☐
Journals	European Journal of International Law	☐
Journals	Common Market Law Review	☐
Journals	Law Quarterly Review	☐
Journals	Modern Law Review	☐
Journals	Cambridge Law Journal	☐
Journals	Oxford Journal of Legal Studies	☐
Journals	Northern Ireland Legal Quarterly	☐
Journals	Legal Studies	☐
Journals	Public Law	☐
Journals	Journal of Law and Society	☐
Journals	Harvard Law Review	☐
Journals	New Law Journal	☐
Journals	European Human Rights Law Review	☐
Journals	The Journal Jurisprudence	☐
Journals	Law Society Gazette	☐
Websites	www.parliament.gov.uk	☒

MODULE CODE: BMBM5010
TITLE: Financial Performance Management
DATED: 13/03/2018

LEVEL: 5
CREDITS: 20

JACS CODE: N411

AIM(S)

- To enable students to develop a critical understanding of the principles, concepts and applications of cost and management accounting.
- To enable students to develop an analytical approach to cost and management accounting data.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Develop a critical understanding of the principles, concepts and applications of cost and management accounting.
- Develop an analytical approach to cost and management accounting data.

INDICATIVE CONTENT

- Calculation of prime cost, production cost and total cost using the product cost structure, whilst evaluating the general behaviour of costs.
- Sources of management information and management information systems.
- Target costing, life cycle costing, throughput accounting and environmental accounting.
- Marginal costing and absorption costing.
- Cost volume profit analysis, costing for short and long term decision making, limiting factors and constraints.
- The use of statistics within the management accounting process, linear programming and the learning curve.
- Functional and master budgets.
- Standard costing and variance analysis.
- Risk and uncertainty in the decision making process.
- Divisional performance and transfer pricing

LEARNING AND TEACHING STRATEGY

Students will become familiar with concepts, principles and practices relating to the topic via workshops, seminars and relevant guest speakers. The teaching strategy within these sessions will include group discussion, the analysis of case studies (both paper based and video) documentary clips and other media. Time will be given to help students understand the difficulties in applying theories and concepts from a financial perspective to real business situations.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25
Independent learning	150	75
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2,500 words	50%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	3 Hours	50%

Assessment Summary

Activity type	Percentage
Written exam	50
Coursework	50
Practical	
TOTAL	100%

The module has been written in order to secure an exemption from the relevant professional accountancy bodies, namely ACCA.

READING LIST

Module Code	BMBM5010	
Module Title	Financial Performance Management	
Classification	Reading List entry	Electronic*
Essential	Atril, P and Mclaney, E (2015) Management Accounting for Decision Makers, 8 th Ed, London, Prentice Hall.	☐
Essential	Drury, C. (2015) Management and Cost Accounting, 9 th Ed, London, Thomson Business Press.	☐
Further	Bhimani, A. (2006) Contemporary Issues in Management Accounting, Oxford, McGraw-Hill	☐
Further	Hornigren, C and Forster, G (2011) Cost Accounting: A Managerial Emphasis, 15 th Ed, London, Pearson.	☐
Further	Seal, W and Garrison, R (2011) Management Accounting, 4 th Ed, London, McGraw-Hill.	☐

Students will also be directed to use academic databases such as Business Source Complete and Marketline.

M5X00847: Financial Reporting**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N422**

AIM(S)

This module aims to provide the student with the technical ability to prepare financial reports for businesses in specialised financial reporting areas, such as in hire purchase, leases and in long term contracting. It will also enable the student to prepare the final accounts of companies, partnerships and groups, in accordance with legal and professional requirements.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Prepare financial reports for businesses operating in specialist accounting areas and in a variety of specialised accounting situations.
- Explain the function and structure of the professional accounting bodies in the regulation of the practice of their members in support of Company Law, and in pursuit of better standards of financial reporting in the UK.
- Produce the financial reports of limited companies in accordance with legal and professional requirements.
- Produce the set of consolidated financial statements in accordance with legal and professional requirements.

INDICATIVE CONTENT

- Financial reporting for unincorporated businesses in multiple ownership. Changes in partnership agreements and in personnel. Problem of goodwill. Dissolution of a partnership and conversion to limited company.
- Accounting for entities which finance or are financed by other entities by means of leases or hire purchase agreements and the distinction between finance and operating leases, and how they are formally defined.
- Financial reporting for entities engaged in "long term contracts" and the recognition of profits during a contract. Conceptual problems of valuing stocks and work in progress, contract debtors and creditors, and the contradictions with generally accepted accounting concepts.

- Introduction to formal financial reporting for limited companies within the legal and professional framework. Background to the professional framework - how it is structured, what are its objectives, and how it operates.
- Financial reporting for single incorporated companies. Taxation in accounts, financial reporting of research and development expenditure, financial reporting for capital and revenue grants, formal reporting of movements in cash flow, the cash flow statement and notes, all in accordance with appropriate accounting standards.
- Financial reporting for groups of companies. The principles of acquisition accounting. Consolidated profit and loss accounts and balance sheets. Reporting for goodwill arising on acquisition, Fair Value adjustment, all in accordance with appropriate accounting standards.
- Financial reporting for single incorporated companies. Reporting financial performance.
- Financial reporting of provision and contingencies

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	1500 words	30%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	3 hours	70%

Assessment Summary

Activity type	Percentage
Written exam	40%
Coursework	30%
Practical	
TOTAL	100%

The choice of assessment strategy is constrained by the requirements of the professional accounting bodies. In order to gain exemption from the corresponding paper of the professional exams, students are required to have been assessed by means of a time constrained exam.

READING LIST

Module Code	M5X00847	
Module Title	Financial Reporting	
Classification	Reading List entry	Electronic*
Essential	Barry Elliott Jamie Elliott (2013) (16 th Ed) Financial Accounting & Reporting, London: Financial Times, Prentice Hall	☐
Essential	Blake John (2007) Accounting Standards, London: Pitman	☐
Essential	Young D and Cohen J (2013) (3 rd Ed) Corporate Financial Reporting and Analysis John Wiley & Sons	☐
Further	A Britton, D Alexander (2004) Financial Reporting, Thomson Learning	☐
Further	Finch C (2012) (3 rd Ed) A Student's Guide to International Reporting Standards, Kaplan	☐
Further	Melville A (2014) International Financial Reporting: A Practical Guide, Financial Times / Prentice Hall	☐
Further	Scott W (2011) (1 st Ed) Financial Accounting Theory, Prentice Hall	☐
Further	Wood F (2012) (12 th Ed) Frank Wood's Business Accounting, London: Pitman	☐
Journals	Accountancy	☐
Journals	Accountancy Age	☐
Journals	Accounting and Business Research –e access until 2010	☐
Journals	The Financial Times	☐
Websites	http://www.frc.org.uk/	☒
Websites	http://www.ifrs.org	☒

MODULE CODE: BMBM5011
TITLE: Financial Reporting
DATED: 13/03/2018

LEVEL: 5
CREDITS: 20

JACS CODE: N422

AIM(S)

- To provide the student with the technical ability to prepare financial reports for businesses in specialised financial reporting areas, such as in hire purchase, leases and in long term contracting
- To prepare the final accounts of companies, partnerships and groups, in accordance with legal and professional requirements.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Prepare financial reports for businesses operating in specialist accounting areas and in a variety of specialised accounting situations.
- Explain the function and structure of the professional accounting bodies in the regulation of the practice of their members in support of Company Law, and in pursuit of better standards of financial reporting in the UK.
- Produce the financial reports of limited companies in accordance with legal and professional requirements.
- Produce the set of consolidated financial statements in accordance with legal and professional requirements.

INDICATIVE CONTENT

- Accounting for entities which finance or are financed by other entities by means of leases or hire purchase agreements and the distinction between finance and operating leases, and how they are formally defined.
- Financial reporting for entities engaged in "long term contracts" and the recognition of profits during a contract. Conceptual problems of valuing stocks and work in progress, contract debtors and creditors, and the contradictions with generally accepted accounting concepts.
- Introduction to formal financial reporting for limited companies within the legal and professional framework. Background to the professional framework - how it is structured, what are its objectives, and how it operates.
- Financial reporting for single incorporated companies. Taxation in accounts, financial reporting of research and development expenditure, financial reporting for capital and revenue grants, Formal reporting of movements in cash flow, the cash flow statement and notes, all in accordance with appropriate accounting standards.
- Financial reporting for groups of companies. The principles of acquisition accounting. Consolidated profit and loss accounts and balance sheets. Reporting for goodwill arising on acquisition, Fair Value adjustment, all in accordance with appropriate accounting standards.
- Reporting financial performance.
- Financial reporting of provision and contingencies

LEARNING AND TEACHING STRATEGY

Workshops will introduce the students to the concepts, principles and practices of financial reporting. A variety of case-studies and problems will be the medium by which students will be introduced to practical real world examples which will be used to support the application, discussion, analysis and critical evaluation of theories, models and techniques learned. Selected readings, examples and digital resources will further support learning to ensure a firm underpinning of knowledge and provide additional opportunities for reflection and collaborative construction of understanding of shared experiences and concepts.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 30%

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	1500 words	30%

Assessment Component 2 – 70%

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	3 hours	70%

The module has been written in order to secure an exemption from the relevant professional accountancy bodies, namely ACCA.

Assessment Summary

Activity type	Percentage
Written exam	70%
Coursework	30%
Practical	
TOTAL	100%

READING LIST

Module Code	BMBM5011	
Module Title	Financial Reporting	
Classification	Reading List entry	Electronic*
Essential	Barry Elliott Jamie Elliott (2015) (17 th Ed) Financial Accounting & Reporting, London: Financial Times, Prentice Hall	☐
Essential	Young D and Cohen J (2013) (3 rd Ed) Corporate Financial Reporting and Analysis John Wiley & Sons	☐
Further	A Britton, D Alexander (2004) Financial Reporting, Thomson Learning	☐
Further	Finch C (2012) (3 rd Ed) A Student's Guide to International Reporting Standards, Kaplan	☐
Further	Melville A (2014) International Financial Reporting: A Practical Guide, Financial Times / Prentice Hall	☐
Further	Scott W (2014) (7th Ed) Financial Accounting Theory, Prentice Hall	☐
Further	Wood F (2015) (13 th Ed) Frank Wood's Business Accounting 2, London: Pitman	☐
Journal	Accountancy	☐
Journal	Accountancy Age	☐
Journal	The Financial Times	☐
Website	http://www.frc.org.uk/	☒
Website	http://www.ifrs.org	☒

Students will also be directed to use academic databases such as Business Source Complete and Marketline.

M5X00848: Global Financial Markets

DATED: 11/02/2014

LEVEL: 5
CREDITS: 20

JACS CODE: N341

AIM(S)

- To identify and explain the component parts of “global financial markets” and engender in students an appreciation of the importance of these markets to a nation’s economy, and to the businesses operating within that economy.
- To assess and evaluate the operations of these financial markets, considering the impact of decisions made by the markets on the economic wellbeing of a country.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Understand and evaluate the importance of “global financial markets” and the impact they have on a country’s economy.
- Identify the types of foreign exchange risks faced by businesses operating in an international environment.
- To assess the role national governments should take in moderating the excesses of these financial markets.

INDICATIVE CONTENT

- Role of domestic and international capital markets, including Euro markets and how businesses interact with these markets.
- Developments in exchange rate systems post Bretton Woods/ Bretton Woods 2, identifying the explaining the determinants of an exchange rates.
- The operations of the International stock exchange(s) and the mobility of capital.
- Financial institutions as corporate, socially responsible, global citizens.
- Theories relating to exchange rates, including Purchasing Power Parity, Interest Rate Parity, International Fisher Effect.
- The relatively recent development of Sovereign wealth funds and the role they play in relation to global finance.

- Corporate governance and sovereign wealth funds, politics, ethics, transparency of fund management.

LEARNING AND TEACHING STRATEGY

A student centred approach will be adopted for the learning and teaching strategy. Accordingly, workshops, and seminars will be used to create a more interactive learning experience. In class discussion groups will be used to assess and evaluate the role of the financial markets both from a theoretical and practical viewpoint.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Management report	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	2000 words (equivalent)	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	M5X00848	
Module Title	Global Financial Markets	
Classification	Reading List entry	Electronic*
Essential	Pilbeam, K (2010) Finance and Financial Markets. Palgrave Macmillan: Basingstoke.	☐
Essential	Elton, Edwin J (2010) Modern Portfolio Theory and Investment Analysis. John Wiley & Sons.	☐
Further	Brealey, R. (2013) Principles of Corporate Finance. McGraw-Hill.	☐
Further	Buckley, A. (2003) Multinational Finance. Prentice Hall.	☐
Further	Copeland, L (2008) Exchange Rates and International Finance. Pearson Education: London.	☐
Further	Fanozzi Frank J. (2013) Foundations of Financial Markets and Institutions. Prentice Hall.	☐
Further	Roberts R (1998) Inside International Finance, Basingstoke: McMillan Publishers	☐
Further	Roth P (1996) Mastering foreign Exchange and Money Markets, London: FT/Pitman Publishers	☐
Further	Sercu P (1995) International Financial markets and the Firm, London: ITP	☐
Further	Stonehill A (1996) International Financial Management, London: ITP	☐
Journals	American Economic Review	☐
Journals	Business Strategy Review	☐
Journals	Business Week	☐
Journals	Economist	☐
Journals	Financial Times	☐
Journals	Harvard Business Review	☐
Journals	International Journal of the Economics of Business	☐
Journals	Journal of International Business Studies	☐
Journals	Management Today	☐
Journals	Sunday Times	☐
Journals	The Economics of Transition	☐
Websites	http://www.ACCAglobal	☒
Websites	http://www.CIMAglobal	☒
Websites	http://www.ics.ltsn.ac.uk/resources/projman/index.html	☒
Websites	http://www.niwotridge.com/Resources/PM-SWEResources/PMResources.htm	☒
Websites	www.bbc.co.uk/business	☒
Websites	www.ft.com	☒
Websites	www.economist.com	☒
Websites	www.sosig.ac.uk/business	☒

M5X00802: Green Management**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N190**

AIM(S)

This module aims to provide students with the underlying study/research strategies to evaluate how organisations can respond to the greening agenda. Concern about environmental and sustainable development- meeting needs of the present without compromising the ability to meet future needs-has become more acute in the developed world. It seeks to equip potential green managers with academic underpinning and a critical perspective on the variety of formats for a responsible green organisation.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Analyse underpinning models of organisations which might be defined as green that meet the needs of the present without compromising the ability of future generations to meet their own needs in an applied management report.
- Develop a proposal for the implementation of a green innovation in a specialist functional area or integrated project. The proposal should be supported by research of underpinning models, examples of good practice and some element of field work or application to a featured organisation.

INDICATIVE CONTENT

- **The greening of society trends and drivers-** Analysis of the dimensions of green drivers such as political and economic environmental factors. Evaluation of the history of greening management systems including the tokenism of the development of green products in the last decade of the C20th. Cost benefit analysis of green initiatives. The social, local and international context of green policy developments. Applications to organisational resource management and ownership /power relationships.
- **Sustainable development: global, national and local issues-** Analysis of the changing demands of markets, society, government and wider stakeholders and organisational goals and responses. Evaluation of governmental initiatives: Kolkata Government urban pollution/emissions control, South Korean integrated green and growth strategy, the West Coast initiative in the USA, EU TEEB and UN bio diversity and renewable energy policies, the UK Climate Change Act and the aftermath of the Kyoto Protocol. Strategy embracing sustainability as an intrinsic goal changing maximisation targets to optimisation of societal contribution. Features of a sustainable strategy. Evaluation of the critics of sustainability's increasing importance.

- **Greening organisations-** Initiating the green organisation- green entrepreneurship. Reforming existing organisations - optimisation of existing processes to boost efficiency. The challenge to multinational enterprises (MNEs) when integrating with green organisations and subsequent green communications and management implications, e.g. Unilever-Ben and Jerry's, Coca Cola-Innocent and Cadbury's-Green and Black's. Triple Bottom Line auditing to measure full social, environmental and commercial impact of decision making. Developing green values orientation (linked to trait/behavioural or technical orientation (linked to transactional/contextual) models of leadership in sustainable organisations.
- **Corporate environmentalism in Practice-** Environmental Social Responsibility (ESR) developing organisational commitment to sustainable development. Normative pressures to adopt green policies regardless of cost or business outcomes. Alternatively the business case for greening, to achieve long term viability and offer Corporate Social Value (CSV) (Porter and Kramer, 2011). Analysis of green products which offer public good features and the need to internalise external "rents", to create incentives to enhance public welfare outcomes.
- **Green marketing-** Analysis of the need for the marketing of green business. Systems approaches to managing resources for economic and social objectives. Evaluating past niche marketing strategies of targeting receptive organisations and individuals for new product and service development. Critical review of the potential for mass and global market green product development. Investment appraisal of new skill/competence development. Evaluation of the development of hard and soft skills.
- **Developing the green organisation-** Critical analysis of new green business. Challenges to the holistic, innovative, market, regulated and sustainable perspectives. Green product development. Changes in product life cycles, green supply chain management and green entrepreneurship. Development of green management competences. Making green initiatives "pay". The interrelationship of green competences, generic organisational competences and decision making processes.

LEARNING AND TEACHING STRATEGY

The challenge of greening business will be delivered in a thematic manner in weekly lectures. Deeper exploration and research of these topics will be the focus of workshops/tutorials. Students will be given the opportunity to integrate the theory and practice of study by researching case material and presenting the findings of their research in class semesters. The ability to focus on a key area for green management in an organisation or a facet of its development will be part of the assessment planning and setting. Teaching will be supplemented by guest lectures by practitioners and links to organisations that are incorporating sustainability challenges.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Management Report	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Mini Research Project	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00802	
Module Title	Green Management	
Classification	Reading List entry	Electronic*
Essential	De Figueiredo, J.N. & Guillen, M. F. (2011) Green Products: Perspectives on Innovation and Adoption, CRC Press, Boca Raton, FA	☐
Essential	Karpagam, M. & Jaikumar, Geetha (2010) Green Management: Theory & Applications, Ane Books Pvt Ltd, New Delhi, India	☐
Further	Belz, F. & Peattie, K. (2012) Sustainability Marketing: A global perspective, John Wiley & Sons, Hoboken, NJ	☐
Further	De Figueiredo, J.N. & Guillen, M. F. (2011) Green Products: Perspectives on Innovation and Adoption, CRC Press, Boca Raton, FA	☐
Further	Curtin, T. (2006) Managing Green Issues, Macmillan/Palgrave, London	☐
Further	Dahlstrom, R. (2010) Green Marketing Management, South Western Cengage Learning, New York	☐
Further	Danaher, K., Biggs, S. & Mark, J. (2007) Building the Green Economy: Success Stories, PoliPoint Press, London	☐
Further	Gough, I. (2011) Climate Change and Public Policy Futures, British Academy, London	☐
Further	Gupta, S.M. (2013) Reverse Supply Chains: Issues and Analysis, CRC Press, Boca Raton, FA	☐

Module Code	M5X00802	
Module Title	Green Management	
Classification	Reading List entry	Electronic*
Further	Husted, B.W. & Allen, D.B. (2010) Corporate social strategy: stakeholder engagement and competitive advantage, Cambridge University Press, Cambridge	☐
Further	Kaletsy, A. (2011) Capitalism 4.0: The birth of a new economy in the aftermath of crisis, Bloomsbury, London	☐
Further	Lebel, L., Lorek, S. & Daniel, R. (2010) Sustainable production consumption systems: Knowledge engagement and practice, Springer Verlag, Berlin	☐
Further	Maltzman, R. & Sirley, D. (2010) Green Project Management, CRC Press, Boca Raton, FA	☐
Further	McDonagh, P. & Prothero, A. (1997) Green Management, Dryden Press, London	☐
Further	O'Neill, M. (2010) Green IT for Sustainable Business Practice: An ISEB Guide,	☐
Further	Peattie, K. & Belz, F-M. (2010) Sustainable Marketing: A global perspective, John Wiley and Sons, London	☐
Further	Phyper, J-D & MacLean, P. (2011) Good to Green: Managing Business Risks and Opportunities, Wiley, London	☐
Further	Savitz, A.W. (2013) The triple bottom line: How today's best-run companies are achieving economic, social and environmental success-and how you can too, Jossey-Bass, San Francisco, CA	☐
Further	Seitanidi, M.M. (2010) The politics of partnerships: A critical examination of non-profit-business partnerships, Springer, Dordrecht	☐
Further	Senge, P.M. (2010) The necessary revolution: How individuals and organisations are working together to create a sustainable world, Nicholas Brealey, London	☐
Further	Sullivan R. (2011) Valuing corporate social responsibility: How do investors really use corporate responsibility information? Greenleaf Publishing, Sheffield	☐
Further	Wang, H-F, (2009) Web-based Green Products Life Cycle Management Systems: Reverse Supply Chain Utilisation, IGI Global Snippe	☐
Journals	Business and Society Review	☐
Journals	Business Strategy and the Environment	☐
Journals	Futures	☐
Journals	Greener Management International	☐
Journals	International Society for Sustainability Professionals	☐
Journals	Journal of Corporate Citizenship	☐
Journals	Management Decision	☐
Journals	Social Entrepreneurship	☐
Journals	Social Enterprise Journal	☐
Journals	Strategy and Business	☐
Websites	http://sustain.wisconsin.edu/degrees-and-certificates/bachelors-certificate/	☒
Websites	http://research@ethicalcorp.com/	☒
Websites	http://www.commondreams.org/	☒

Module Code	M5X00802	
Module Title	Green Management	
Classification	Reading List entry	Electronic*
Websites	www.neweconomictheory.org/	☒
Websites	www.peri.umass.edu/	☒
Websites	www.sustecweb.co.uk/	☒
Websites	http://www.ineteconomics.org/net/video/playlist/conference/bretton-woods/O	☒
Websites	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/220541/green_book_complete.pdf	☒

M5X00869: The Human Resource Professional**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N600**

AIM(S)

To develop student's knowledge and understanding of the role and contribution of the HR professional; and to develop the skills and behaviours required; in order to contribute to organisational sustainability and growth through its people.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Analyse and evaluate the role of HR in order to add value to an organisation and to demonstrate the skills and behaviours appropriate to a self-managing and self-critical HR professional
- Comprehend the importance of HR's relationship with line managers in promoting employee engagement and performance
- Identify and scrutinise HR data and metrics, analyse and present findings and draw meaningful conclusions appropriate to stakeholder needs.

INDICATIVE CONTENT

- The role and contribution of the HR professional as an added value contributor to the organisation; the 'thinking performer' paradigm, ten professional areas of the CIPD's HR Profession Map, involvement with continuous improvement and transformational change programmes
- Exploration of what it means to be a professional including professional ethics, CIPD Code of Conduct, skills and behaviours to perform efficiently and effectively
- Building and sustaining positive relationships inside and outside the HR function including customers, stakeholders, team working and managing relationships within and across hierarchies
- Application of CPD techniques to construct, implement and review a personal development plan
- Identify and scrutinise sources of UK and international information relating to HR and management practice, conduct small-scale research, analyse the findings, draw meaningful conclusions and evaluate options for change; deliver clear, business-focused reports on an HR issue.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples to ensure application of knowledge to real world examples and case studies. Students will be encouraged to explore the application of HRM concepts to a wide variety of organisations by reviewing case study material, organisational profiles, documentary clips, guest speakers and the extensive CIPD material available. They will also be encouraged to analyse and develop their own skills and behaviours in relation to expectations of an HR professional through psychometric assessments, self-analysis and scenario planning.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Case study	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Project proposal	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00869	
Module Title	The Human Resource Professional	
Classification	Reading List entry	Electronic*
Essential	Taylor, S. and Woodhams, C. (2012) Studying Human Resource Management. London: Chartered Institute of Personnel and Development.	☐
Further	Friedman, A. (2012) Continuing professional development: lifelong learning of millions. London: Routledge.	☐
Further	Gallagher, K. (2013) Skills development for business and management students: study and employability. Oxford: Oxford University Press.	☐
Further	Horn, R. (2009) The business skills handbook. London: Chartered Institute of Personnel and Development.	☐
Further	Marchington, M. and Wilkinson, A. (2012) Human resource management at work. 5th ed. London: Chartered Institute of Personnel and Development.	☐
Further	Murton, A., Inman, M., O'Sullivan, N. (2010) Unlocking Human Resource Management, Hodder Education.	☐
Journals	People Management Available at www.cipd.co.uk/pm	☒
Journals	Personnel Today Available at www.personneltoday.com	☒
Journals	Human Resource Management Journal Available at: www.cipd.co.uk/journals	☒
Journals	International Journal of Human Resource Management Available at: www.cipd.co.uk/journals	☒
Websites	Chartered Institute of Personnel and Development (2012) Employee communication [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z	☒
Websites	Chartered Institute of Personnel and Development. (2013) Identifying learning and talent development needs [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z	☒
Websites	www.cipd.co.uk/cpd Continuing professional development (CPD) information on the website of the Chartered Institute of Personnel and Development (CIPD).	☒
Websites	www.cipd.co.uk/hr-topics/performance-management.aspx Links to the CIPD's top resources on performance appraisal and feedback in general, including factsheets, surveys, research, books and more	☒
Websites	www.customerserviceglobal.com - website of Customer 1st International.	☒
Websites	www.instituteofcustomerservice.com - website of the Institute of Customer Service.	☒
Websites	www.gov.uk/government/organisations/departmentforbusiness-innovation-skills - website for the UK government Department for Business, Innovation & Skills	☒
Websites	www.ukces.org.uk Website of the UK Commission for Employment and Skills	☒

M5X00849: Information Systems Security**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N990**

AIM(S)

The protection of information assets underpins the commercial viability and profitability of all enterprises and the effectiveness of public sector organizations. It should not be left to chance. This module aims to provide students with a thorough understanding of an organisation's information assets and how to manage risk through risk management and develop a decisive understanding of the protection mechanisms and policies that can be used to protect a company's information assets from security risks.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evaluate the risks and vulnerabilities associated with the differing information assets within organisations and apply information security management models.
- Demonstrate a critical understanding of the specific controls and countermeasures that can be used systematically to secure information appropriately.

INDICATIVE CONTENT

- Identify and describe the differing Information Security Management Models available.
- Describe how Risk Management can be used to identify and assess risks to an organisation's information assets.
- Explain how to control risk within an organisation.
- Explain the differing Contingency plans and how they can be used by organisations as part of an Information Security programme.
- Describe the three types Information Security policy and how they can be used to control risk within an organisation's information security programme.
- Explain and describe how education, training and awareness programmes can be used within an information security programme to protect an organisation's information assets.
- Explain the genres of protection mechanisms that can be used to protect an organisation's information assets.
- Descriptions of controls that can be used to reduce the risk posed to an organisation information assets.

LEARNING AND TEACHING STRATEGY

Lectures will be used to teach concepts, frameworks, and terminology, whilst practical sessions will demonstrate the application of frameworks to real organisations. Seminar sessions will use case studies to show how organisations apply certain frameworks to information security programmes in practice.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	20%
Independent learning	150	80%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00849	
Module Title	Information Systems Security	
Classification	Reading List entry	Electronic*
Essential	Michael Goodrich, Roberto Tamassia (2013), Introduction to Computer Security: Pearson New International Edition	☐
Essential	Whitman, M. E. & Mattord H. J. (2013), Management of Information Security, Course Technology, Cengage Learning.	☐
Essential	Whitman, Mattord. Mackey and Green (2012) Guide to Network Security, 1st edition, Cengage Learning.	☐
Further	Alexander, D., French, A., Sutton, D., Taylor, A., (2013), Information Security Management Principles: An ISEB Certificate, Swindon: British Computer Society.	☐
Further	Mackey, D, Whitman, M, Mattford, H and Green, A (2012) Guide to Network Security, International Edition, 1st edition. Cengage learning.	☐
Further	Taylor, A. et al (2012), IT Governance a Manager's Guide to Data Security and ISO27001/ISO 27002, London: Kogan.	☐
Journals	MIS Quarterly	☐
Journals	Organization Science	☐
Journals	Security and Communication Networks	☐
Journals	Communications of ACM	☐
Websites	http://csrc.nist.gov/publications/PubsSPs.html	☒
Websites	http://www.bsigroup.co.uk/en-GB/iso-27001-information-security/	☒

M5X00851: International Economic Trends**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N120**

AIM(S)

On completion of this module, students should be able to understand the nature of recent developments in the international economy, with an emphasis on international trade, exchange rates and economic governance.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evaluate issues in trade theory relevant for the conduct of international business and the internationalisation of organisations.
- Analyse and apply to case material government policies towards international trade and investment.
- Review and adapt economic principles to current issues in international economics.

INDICATIVE CONTENT

- Overview of globalisation, the international economy and recent economic trends
- Theories of international trade and trade policy
- Reasons for and trends in Foreign Direct Investment (FDI)
- Theory of exchange rates and market protection
- Theories of domestic and international financial markets
- Regional (European) integration and trade arrangements
- The relationships between trade, growth and inequality between nations
- The relevance, key roles and changing impact of international institutions such as WTO and World Bank and International Monetary Fund on international business
- Current policy issues, such as labour markets, wages, emigration, immigration, skills development, rewards and regulation, ILO, trade unions vs. employers' associations
- Trade and sustainable development, global ecological issues
- Equity in resource allocation, economic impact of pressure and social groups

LEARNING AND TEACHING STRATEGY

The module will be delivered by a two-hour lecture/tutorial session per week. This two hour slot gives students the opportunity to concentrate on specific tasks for longer and without interruption. Where appropriate, the lecturer provides some input in form of a presentation in order to introduce key concepts and theories.

These relatively short teacher focused sessions will usually be followed by student centred activities in form of individual or group work. The tasks given to the students are either related to current economic issues in form of real world problem based scenarios or will be presented in form of case studies. Overall, the syllabus requires from the students to undertake a wide level of reading outside the class.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment and learning blogs	2000 words	50%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	2 hours	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00851	
Module Title	International Economic Trends	
Classification	Reading List entry	Electronic*
Essential	Hill, Charles W. L. (2014): International Business 10th edition, Boston, McGraw-Hill	☐
Essential	Krugman, P., Obstfeld, M. and Melitz, M. (2014): International Economics: Theory and Policy, 10th edition, Pearson Education	☐
Further	Cavusgil, S. Tamer, Gary Knight, and John R. Riesenberger (2011): International Business: The New Realities. Upper Saddle River, New Jersey: Pearson Prentice Hall.	☐

Module Code	M5X00851	
Module Title	International Economic Trends	
Classification	Reading List entry	Electronic*
Further	Copeland, L (2014): Exchange Rates and International Finance, 5th edition, Prentice Hall, Chapters 1-3, 5,7,8, 11-13	☐
Further	De Grauwe, P. (2012): Economics of Monetary Union Oxford University Press, 9th edition.	☐
Further	Dicken, Peter (2011): Global Shift: Mapping the Changing Contours of the World Economy, 6th edition, London: The Guilford Press.	☐
Further	Dunkley, G. (2004): Free trade: myth, reality, and alternatives, Zed Books.	☐
Further	Grazia letto-Gillies (2012) Transnational corporations and international production: concepts, theories, and effects. Cheltenham, UK: Edward Elgar Publishers 2005	☐
Further	Imad, A. (2002) Foreign direct investment: theory, evidence, and practice, London: Palgrave.	☐
Further	Obstfeld, M.; Rogoff, K. (1996): Foundations of international macroeconomics.	☐
Further	Peng, Mike W. (2013): Global Business, 2nd edition, Mason, OH: South Western Cengage Learning.	☐
Further	Rugman and Collinson (2012): International Business, 6th edition, Essex: Pearson.	☐
Essential	Salvatore, Dominic (2013): International Economics: Trade and Finance, 11th edition, Wiley	☐
Further	Thirlwall, A. (2011): Economics of development: theory and evidence, London: Palgrave.	☐
Further	Weiss, J. (2002): Industrialisation and Globalisation: Theory and Evidence from Developing Countries, London: Routledge.	☐
Further	World Trade Organization (2011): World Trade Report 2011 - the WTO and Preferential	☐
Journals	Oxford Review of Economic Policy	☐
Journals	The Scandinavian Journal of Economics	☒
Journals	Cambridge Journal of Economics	☐
Journals	Economic Journal	☐
Journals	Review of international political economy	☐
Journals	International Labour Review	☐
Journals	Journal of Common Market Studies	☐
Journals	World development	☐
Websites	World Trade Organisation (WTO): http://www.wto.org	☒
Websites	International Monetary Fund (IMF): http://www.imf.org/external/index.htm ;	☒
Websites	Bank for International Settlements (BIS): https://www.bis.org/	☒
Websites	The World Bank: http://www.worldbank.org/	☒

MODULE CODE: BMBM5015
TITLE: International Independent Study Abroad
DATED: 13/03/2018

LEVEL: 5
CREDITS: 60

JACS CODE: N200

AIM(S)

To offer students the opportunity to pursue an appropriate range of learning experiences whilst studying abroad for a semester

LEARNING OUTCOMES

Note, this is a University-wide module that cannot be changed.

In order to successfully complete this module, the student will:

- Undertake an appropriate range of courses whilst abroad on an approved student exchange
- Engage critically with all aspects of the chosen courses
- Demonstrate knowledge and critical understanding of the well-established principles of the chosen and agreed areas of study
- Independently evaluate alternative approaches to their subject area as evidenced abroad
- Evaluate and reflect critically upon their own contribution to the International Independent Study Abroad experience
- Organise their knowledge and learning through use of a range of information resources, and present their work appropriately

INDICATIVE CONTENT

This International Independent Study module is the formal structure in which the students can commit to a Student Learning Agreement within their Programme of Study in order to Study Abroad on one of the University of Wales Trinity Saint David's approved exchange programmes.

Students undertaking this module will have complied with the International Independent Study Abroad regulations as identified in the Academic Quality Handbook which include approval by Academic Schools and engagement with External Examiners

Students undertaking this International Independent Study module will sign a Learning Agreement drawn up by the International Office in consultation with the Head of School(s) and the student through which agreed in-country programmes, courses and associated assessments will fulfil the aims of the appropriate University of Trinity Saint David Programme of Study. The International Office will ensure that the host institution approves the Learning Agreement.

Pre-International Independent Study Abroad Phase

A Learning Agreement will be created by the appropriate Head(s) of School(s) and the International Office to include:

- The specific details of the courses which the student agrees to attend and complete assignments for whilst studying abroad
- Details of additional compulsory practical Elements to be completed during the International Independent Study Abroad (eg. Membership of appropriate societies, clubs, teams etc.)
- Details of an additional assessment Elements which could be deemed necessary to fulfil the Aims of the Programme of Study. These agreed additional assessment Elements would normally involve the negotiation of:
 - Specific suitable titles for additional areas of study
 - The intended learning outcomes of the areas of study
 - The process by which the learning outcomes are to be achieved
 - The proposed assessment Elements, designed to provide evidence that the learning outcomes have been achieved
- The proposed assessment criteria linked to the learning outcomes

In consultation with the tutor the student will negotiate:

- A programme of reading and/or research
- Arrangements for interaction with the tutor during the International Independent Study Abroad
- A date for the final submission of work

International Independent Study Abroad Phase

During the International Independent Study Abroad phase, students will undertake all aspects of the agreed Learning Agreement. In addition, the student will maintain regular contact with relevant staff at Trinity Saint David to monitor progress.

Post-placement phase

Students must ensure that a full record of all work, including copies of all formal assessments undertaken during the International Independent Study Abroad, is kept and brought back to University of Wales Trinity Saint David following the International Independent Study Abroad. These must be presented to the Head of School and final marks will be agreed as per the arrangements in the Academic Quality Handbook.

LEARNING AND TEACHING STRATEGY

This module is based entirely on the learning experience gained from studying abroad. Therefore the learning and teaching strategy will be delivered by the host institution.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning	600	100%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assessments undertaken at host institution		100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	
TOTAL	100%

READING LIST

Module Code	BMBM5015	
Module Title	International Independent Study Abroad	
Classification	Reading List entry	Electronic*
Further	Lidstone, A (2007) The International Independent Study Abroad Handbook. Hampshire. Palgrave MacMillan	☐

Students will also be directed to use academic databases such as Business Source Complete and Marketline.

M5X00805: The Legal Framework**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N190**

AIM(S)

- To introduce the major areas of employment legislation and the employment law system, focusing in particular on ways in which day-to-day HR activities are subjected to some form of regulation
- To provide an overview, rather than to focus in detail on the operation of specific employment laws, for those who need to understand and be able to evaluate emerging developments in the management of the employment relationship in local and international jurisdictions. The module will also consider the impact of health and safety at work, the law of tort and its impact in the workplace and other legislation that impacts the safety of the working environment.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate a working knowledge of relevant legislation and the legal process including the relationship between legislation and HR policies and practices.
- Discuss professional issues in relation to legal and ethical powers and responsibilities in the context of HR management. Identify understand and analyse key legal issues within the provision HRM in appropriate settings in regards to recruitment, reward, development grievance and dismissal of staff.

INDICATIVE CONTENT

- Law making processes and the legislature
- Impact of Legislation and the law making procedures for example of the UK, Europe and other countries.
- Institutions of Employment Law
- Role of Human Resource Management
- Nature of a contract of employment
- Formation of the contract of employment
- Equality in employment
- Discrimination, equality and diversity
- Equal Pay
- Employment protection
- Protection of wages
- Transfer of Undertakings
- Disciplinary, Dismissal and Grievance Procedures
- Redundancy

- Wrongful and unfair dismissal
- Trade Unions and Industrial Relations
- Health and Safety at Work
- Vicarious Liability and Negligence

LEARNING AND TEACHING STRATEGY

This module will be taught via formal lectures and equally supported by guided tutorials. The teaching strategies for this module will include case studies, various media sources, review of articles, directed reading, research and practical work, group seminars and presentations, guest speakers as appropriate and group discussion and debate.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Structure essay	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00805	
Module Title	The Legal Framework	
Classification	Reading List entry	Electronic*
Essential	Kidner (2014) Blackstones Statutes on Employment Law 2014-15 OUP	☐
Essential	Phillips. G and Scott. K (2014) Employment Law 2014 CLP Legal Practice Guide	☐
Essential	Pitt. G (2014) Employment Law 9th Edition Sweet and Maxwell	☐
Essential	R. Painter & A. Holmes 2012 Cases and Materials on Employment Law, 9th Edition Oxford Press	☐
Further	D. J Lockton 2011 Employment Law 8th Edition. Palgrave. Macmillan	☐
Further	Emir 2012 Selwyn's Law of Employment 17th edition Oxford Press	☐
Further	I. Smith & A. Baker 2013 Smith & Wood's Employment Law. 11th Edition. Oxford	☐
Further	S. Honeyball 2012 Honeyball and Bowers' Textbook on Employment Law. 12 th Edition. Oxford	☐
Journals	Employment Law Journal	☐
Journals	Industrial Law Journal	☐
Journals	International journal of comparative labour law & industrial relations	☐
Journals	New Law Journal	☐
Websites	www.cipd.co.uk	☒
Websites	www.acas.org.uk	☒
Websites	www.gov.uk/browse/working	☒

M5X00854: Management Accounting**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N411**

AIM(S)

- To develop a critical understanding of the principles, concepts and applications of cost and management accounting.
- To encourage and develop the student's ability to generate information for product and service costing, budgeting and performance measurement and evaluation.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Analyse and evaluate the informational requirements of management, particularly in relation to decisions involving revenues and costs and other financial criteria.
- Select and apply appropriate cost and management accounting methods and techniques.
- Demonstrate an ability to produce functional and master budgets for a variety of business scenarios, and to be able to monitor and evaluate performance based on the targets and standards therein.

INDICATIVE CONTENT

- Product and service costing. Calculation of prime cost, production cost and total cost using the product cost structure. Absorption costing.
- Process costing, identification of cost units, valuation of process transfer and work in progress using equivalent units.
- Cost volume profit analysis; cost behaviour, marginal v absorption costing.
- Costing for short and long term decision making, use of marginal costing, limiting factors/ constraints.
- Introduction to budgeting, cash budgets and working capital management.
- Functional and master budgets, sales, materials, labour and overhead budgets.

- Introduction to standard costing, identification of criteria for standard setting, types of standards.

LEARNING AND TEACHING STRATEGY

An interactive student centred approach will be adopted for the learning and teaching strategy. Accordingly, lectures will be used to introduce topics, theories and concepts; these will be supported by a series of workshops, and seminars. The workshops will be used for problem solving exercises and the seminars for in class discussion groups.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report, including brief visual presentation	1500 words	30%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	3 hours	70%

Assessment Summary

Activity type	Percentage
Written exam	70%
Coursework	30%
Practical	
TOTAL	100%

The choice of assessment strategy is constrained by the requirements of the professional accounting bodies, however in order to achieve a balance in the assessment regime and retain the exemptions from corresponding professional papers, students will be required to undertake both an assignment of the equivalent of 1,500 words and an end of year time constrained examination.

READING LIST

Module Code	M5X00854	
Module Title	Management Accounting	
Classification	Reading List entry	Electronic*
Essential	Drury C (2012) Management and Cost Accounting, London: Thomson Business Press.	☐
Further	Atrill P, McLaney E (2012) Management Accounting for Decision Makers, FT Prentice Hall	☐
Further	Bhimani A, (Ed) (2006) Contemporary Issues in Management Accounting, Oxford	☐
Further	Bromwich M and Bhimani A (1994) (2 nd Ed) Management Accounting, Pathways to Progress, London: CIMA	☐
Further	Garbutt Prof. D (1992) Making Budgets Work, London: CIMA	☐
Further	Hopwood A C (1976) Accounting and Human Behaviour, London: Prentice Hall International	☐
Further	Horngren C T and Forster G (2003) (11 th Ed) Cost Accounting, A Managerial Emphasis, London: Prentice Hall International	☐
Further	Seal W, Garrison RH, Noreen E (2011) Management Accounting, McGraw Hill	☐
Journals	Accountancy	☐
Journals	Accountancy Age	☐
Journals	ACCA publications	☐
Journals	Accounting and Business Research – e access until 2010	☐
Journals	The Financial Times	☐
Websites	ACCA	☒
Websites	CIMA	☒

M5X00803: Management Ethics

DATED: 11/02/2014

LEVEL: 5
CREDITS: 20

JACS CODE: N200

AIM(S)

- To critically explore the concept of corporate social responsibility and competing models of ethical strategies, which contribute to effective management.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Analyse the stakeholder view in comparison with alternative models including stockholder theories and distinguish between different models of corporate social responsibility (CSR).
- Explore critically the response of management functions to ethical challenges.

INDICATIVE CONTENT

- The Role and Context of Management, Business and Organisational Ethics: Definitions of ethical behaviour. Values, deontological/teleological models, natural law, utilitarianism, social justice, social contract theories. Analysis of models of ethics in the context of commercial priorities and market forces. Evaluation of the potential of normative business ethics to contemporary business practice.
- Market Ethics: An evaluation of the juxtaposition of ethical behaviour in a commercial or state organisation. Narrow and broad views of the "ethical organisation". Changes to the capitalist/market environment. The role of the individual in relation to the corporation and society. Competing models of professional responsibility e.g. Carroll's (2008) Moral-Amoral-Immoral paradigms and De George's (2004) Myth of the Amoral Professional Manager.
- Models of Corporate Responsibility: Agency theory - stakeholders and the firm. Different perspectives of social responsibility. Theories of business power, the managerial revolution, mechanisms of corporate control, corporate governance, and managerial capitalism v state capitalism etc. Application to private, public and Not-For-Profit organizations. Sternberg (2008), Friedman (2000), Freeman (2011), Porter and Kramer (2011) commentaries on the viability of stakeholder approaches.
- Codes of Ethics: Competing approaches for managing ethical dilemmas. Normative strategies to foster ethical behaviour. Neutral, Omni partial Rule-Making (NORM). Self-regulation v governmental regulation of diverse codes for managers.

The role of professional organisations and the State in relation to enforcing/developing codes. Comparative studies of management ethics in different sectors, industries and contexts.

- The challenge of technology to responsible behaviour in an ethical corporation. Sustainability models applied to diverse corporate structures, in a variety of cultures. Anglo-American, European, Asian and Emerging Economy paradigm comparisons. Internet ethics, new social contracts, global pressures, diversity of cultural mixes, managing difference and sustainable processes. Different ethical contexts of small, medium and large organisations.
- Corporate Social Responsibility in a Global Economy: Moral authority of Transnational Corporate Codes, application to employment policies, consumer protection, environmental standards, political/commercial payments and human rights issues. An evaluation of guidelines for ethical organisations operating in the global market. Issues of sustainability and ecological responsibility. The impact of the Internet on professional practice.
- Regulation and Development of an Organisation's Ethical Programme: Analysis of the arguments for and against external/self -regulation of corporations. Evaluation of theoretical and practical models of organizational ethical initiatives. Corporate accountability perspectives. Corporate citizenship in the context of Anglo-American and European perspectives. The impact of ethical strategies on functional responsibilities.
- Sustainable development: global, national and local issues. Analysis of the changing demands of markets, society, government and wider stakeholders and organisational goals and responses. Evaluation of governmental initiatives: Kolkata Government urban pollution/emissions control, South Korean integrated green and growth strategy, the West Coast initiative in the USA, EU TEEB and UN bio diversity and renewable energy policies, the UK Climate Change Act and the aftermath of the Kyoto Protocol. Strategy embracing sustainability as an intrinsic goal changing maximisation targets to optimisation of societal contribution. Features of a sustainable strategy. Evaluation of the critics of sustainability's increasing importance.

LEARNING AND TEACHING STRATEGY

This module attempts to engage students in an interactive approach to application of concepts to current management ethical challenges. Presentation of ideas will be accompanied by case material for wider discussion. There will be extensive utilisation of comparative business and social cultural analysis. While maintaining the integrity of positivist approaches, normative discussion will be integrated to rehearse emotional and emotive qualities in class discussion. A current application will be agreed e.g. ethical banking, protection of children in a commercial environment, international business CSR, e-business ethics, developing sustainability strategies, etc. Guest speakers and Business School research students will present their experience and policies on the theme. In order to develop case material students will negotiate a particular application of models to the case they wish to investigate.

While the collection of secondary data will be essential, the opportunity to collect primary data will be encouraged (and underpinning skill development practiced) as an aid to achieve the highest grades.

It is also hoped to collaborate with other modules in the portfolio at level 5 and as a support for future level 6 study, to enable chosen themes to be studied from several perspectives and to enable deeper analysis at level 6.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Management Report	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Mini research project	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00803	
Module Title	Management Ethics	
Classification	Reading List entry	Electronic*
Essential	Bowie, N. & Werhane, P. (2004) Management Ethics, Oxford, Blackwell	☐
Essential	Crane, A. & Matten, D. (2012) Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford, Oxford University Press	☐
Further	Carroll, A. & Bucholtz, A. (2014) Business and Society: Stakeholder Management, Los Angeles, South Western	☐
Further	Chryssides, G. & Kaler J. (2011) Introduction to Business Ethics, London, Thompson Business Press	☐
Further	Clegg, S. R. & Rhodes, C. (2006) Management Ethics: Contemporary Contexts, London, Routledge	☐
Further	Ferrell, O.C. (2013) Study Guide for Business Ethics: Ethical Decision-Making and Cases, New York, Houghton/Mifflin	☐
Further	Fisher, C. & Lovell, A. (2012) Business Ethics and Values, Individual, Corporate and International Perspectives, London, FT/Prentice Hall	☐
Further	Ghiller, A. (2013) Business ethics now, New York, McGraw Hill	☐
Further	Henriques, A. & Richardson, J. Eds. (2004) The Triple Bottom Line, does it all add up? Assessing the sustainability of business and CSR, Sterling VA, Earthscan	☐
Further	Hosmer, T. (2011) The Ethics of Management: multi-disciplinary approach, New York, McGraw Hill	☐
Further	Smith, N.C. & Lenssen, G. (2009) Mainstreaming Corporate Responsibility, Chichester, Wiley	☐
Further	Sun W., Stewart J. & Pollard, (2010) D. Reframing Corporate Social Responsibility (Critical Studies on Corporate Responsibility, Governance and Sustainability, London, Emerald Publishing Limited	☐
Further	Sybille S. & Edwin Rühli, E. (2011) Stakeholders Matter: A New Paradigm for Strategy in Society (Business, Value Creation and Society), Cambridge, CUP	☐
Further	Tavani, H.T. (2012) Study Guide for Ethics and Technology: Ethical Issues in an Age of Information and Communication Technology, Danvers, MA	☐
Further	Vallabhaneni, S. R. (2008) Corporate Management, Governance and Ethics Best Practices, New York, Wiley & Sons	☐
Further	Weiss, J. W. (2012) Business Ethics, a stakeholder and issues management approach, New York, Thompson Learning	☐
Journals	Business & Professional Ethics	☐
Journals	Business and Society Review	☐

Module Code	M5X00803	
Module Title	Management Ethics	
Classification	Reading List entry	Electronic*
Journals	Business Ethics - A European Review	☐
Journals	Business Ethics Quarterly	☐
Journals	Environment Policy and Practice	☐
Journals	Ethical Consumer	☐
Journals	Ethical Performance	☐
Journals	Journal of Business Ethics	☐
Websites	www.bsr.org www.business-ethics.com	☒
Websites	www.ethics.org/etwork	☒
Websites	www.ethics.ubc.ca	☒
Websites	www.etnor.org/eben	☒
Websites	www.gci.org.uk	☒
Websites	www.strategyandbusiness.com	☒
Websites	www.mckinseyquarterly.com	☒

M5X00856: Managing People**DATED: 11/02/2014****LEVEL: 5**
CREDITS: 20**JACS CODE: N600**

AIM(S)

To develop student's knowledge and understanding of the strategic approaches organisations take to attract, develop and retain key talent, in a way which supports the sustainability of an organisation. This module will also explore strategies and methods used by employers to create an advantage over their competitors, through the effective management of Human Resources.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate a critical understanding of the business environment within which personnel professionals work and analyse how the management of resourcing an organisation is influenced by internal and external factors.
- Evaluate theoretical and real life approaches used by organisations to attract, engage, deploy and retain people in a manner which encourages high performance from individuals in pursuit of organisation objectives and sustainable competitive advantage.

INDICATIVE CONTENT

- The role of the Human Resources function within varying sectors and within small, medium and large enterprises;
- The changing nature of Internal and external environments and how these changes influence Human Resource Strategy
- Approaches organisations take to securing (attracting, selecting, developing and retaining) appropriate skills which will drive sustained organisation performance.
- The role of learning and development within an organisational context
- Strategies organisations use to develop key talent, in order to create sustainable competitive advantage through people.
- Processes of engaging employees in order to bring about high performance in the workplace; approaches to managing under-performance
- Ethics and professionalism; commitment to equality of opportunity; managing diversity.

LEARNING AND TEACHING STRATEGY

Weekly lectures will serve to provide students with an understanding of key theory and underlying principles relating to the HR topic being studied.

Throughout the module, students will be required to engage in extended learning activities, e.g. desk top research, which will provide them the requisite knowledge, understanding and critical awareness that will enable them be successful in this module.

The adopted learning and teaching strategy seeks to equip students with skills, knowledge and understanding which will make them an attractive proposition for future employers.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group presentation, with supporting handouts	15 minutes total (group)	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	M5X00856	
Module Title	Managing People	
Classification	Reading List entry	Electronic*
Essential	TAYLOR, S. (2010) Resourcing and talent management. 5th ed. London: Chartered Institute of Personnel and Development.	☐
Further	ALLEN, D and BRYANT P (2012): Managing employee turnover: myths to dispel and strategies for effective management. New York, Business Expert Press.	☐
Further	BARBER, A. (1998) Recruiting employees: individual and organizational perspectives. London: Sage.	☐
Further	COOK, M. (2009) Personnel selection: adding value through people. 5th ed. Chichester: Wiley.	☐
Further	MARCHINGTON, M. and WILKINSON, A. (2012) Human resource management at work. 5th ed. London: Chartered Institute of Personnel and Development	☐
Further	PILBEAM, S. and CORBRIDGE, M. (2010) People resourcing and talent planning: HRM in practice. 4th ed. Harlow: Financial Times/Prentice Hall.	☐
Further	TAYLOR, I. (2008) Assessment and selection handbook. London: Kogan Page.	☐
Further	TAYLOR, S. and WOODHAMS, C. (2012) Managing People and Organisations. London: Chartered Institute of Personnel and Development.	☐
Journals	Human Resource Management Journal Available at: www.cipd.co.uk/journals	☒
Journals	IDS HR Studies (Incomes Data Services)	☐
Journals	People Management Available at: www.cipd.co.uk/pm	☒
Journals	Personnel Review	☐
Websites	www.cipd.co.uk Website of the Chartered Institute of Personnel and Development (CIPD)	☒

M5X00804: Managing the Sustainable Organisation

DATED: 11/02/2014

LEVEL: 5
CREDITS: 20

JACS CODE: N190

AIM(S)

This module aims to provide students with the underlying study/research strategies to evaluate how we might keep a system running indefinitely without depleting resources, maintaining economic viability and servicing the needs of present and future generations. The manager of sustainability will control issues and plan solutions so that organisations can improve productivity and their environments. The skills to enable these aims will be analysed and developed as part of the learning process.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Analyse underpinning models of sustainable development that meet the needs of the present without compromising the ability of future generations to meet their own needs in an applied management report.
- Research an innovative reform of an organisation, respecting sustainability drivers to achieve the need to achieve vibrant communities, healthy environment and commercial profitability (or economic goals set for not for profit organisations).

INDICATIVE CONTENT

- **Sustainability challenges confronting business-** Integrating the Brundtland Commission and other competing definitions to derive workable business organisation sustainability policies. Analysis of the dimensions of sustainability drivers such as demographic trends, ecosystem needs, climate change, finite resource use and policy, product, service responses. The Resource Constrained Economy (RCE) and its organisational implications. The Five Capitals Model (manufacturing, financial, social, human and natural) whose capital stock must be enhanced in a changing context by sustainable organisations. Applications to organisational resource management and ownership /power relationships.
- **Sustainable strategy and execution in organisations-** Analysis of the changing demands of markets, society, government and wider stakeholders and organisational goals and responses. Business as the enemy of or solution to sustainable developments. Managing a sustainable PESTLE analysis. Positioning business to take advantage of environmental challenges, turning them from threats to opportunities. Strategy as an opportunity for competitive advantage. Strategy embracing sustainability as an intrinsic goal changing maximisation targets to optimisation of societal contribution. Features of a sustainable strategy. Evaluation of the critics of sustainability's increasing importance.

- **Leadership and entrepreneurship**-Analysis of collective communitarian leadership in contrast to conventional free market business models. Full stakeholder impact on innovation and development. Triple Bottom Line auditing to measure full social, environmental and commercial impact of decision making. Values orientation (linked to trait/behavioural or technical orientation (linked to transactional/contextual) models of leadership in sustainable organisations. The role of groups, individuals, and the impact of context in deriving sustainability objectives by diverse organisational structures, incorporating social enterprise, intrapreneurship and commercial entrepreneurship.
- **Cooperation, collaboration and partnership**- Evaluation of new models for production and distribution to achieve sustainable outcomes. Innovative adaption of competitive advantage and partnership in markets to develop and deliver sustainable products and services.
- **Development of sustainable skills and competences**- Analysis of the needs for the sustainable business environment. Systems approaches to managing resources for economic and social objectives. Investment appraisal of new skill/competence development. Hard and soft skills. Evaluation of the Principles for Responsible Management Education (PRME). The role of business schools to support organisations.
- **Sustainable production and consumption**- Critical analysis of models of production/consumption trends. Challenges to the holistic sustainability perspectives. The trichotomy of balancing production, consumption and resource use in the business sustainability relationship. New forms and production and consumption. Revisiting classical notions of human wellbeing. Development of equitable and sustainable rewards systems. The evaluation of the need for regulation.

LEARNING AND TEACHING STRATEGY

Business and sustainability issues will be delivered in a thematic manner in weekly lectures. Deeper exploration and research of these topics will be the focus of workshops/tutorials. Students will be given the opportunity to integrate the theory and practice of study by researching case material and presenting the findings of their research in class semesters. The ability to focus on a key area for sustainability in an organisation or a facet of its development will be part of the assessment planning and setting. Teaching will be supplemented by guest lectures by practitioners and links to organisations that are incorporating sustainability challenges.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Management Report	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Communications exercise	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	M5X00804	
Module Title	Managing the Sustainable Organisation	
Classification	Reading List entry	Electronic*
Essential	Blowfield, M. (2012) Business and Sustainability, OUP, Oxford	☐
Essential	Senge, P.M. (2010) The necessary revolution: How individuals and organisations are working together to create a sustainable world, Nicholas Brealey, London	☐
Further	Collier, P. (2011) The Plundered Planet: How to reconcile prosperity with nature, Allen Lane, London	☐
Further	CPSL (2011) A journey of a thousand miles: The state of sustainability leadership in 2011, Cambridge Programme for Sustainable Leadership, Cambridge	☐
Further	Elkington, J. & Hartigan, P. (2010) The power of unreasonable people: How social entrepreneurs create markets that change the world, Harvard Business School Press, London	☐
Further	Frank, R.H. (2012) The Darwin economy: Liberty, competition and the common good, Princeton University Press, Princeton, NJ	☐
Further	Husted, B.W. & Allen, D.B. (2010) Corporate social strategy: stakeholder engagement and competitive advantage, Cambridge University Press, Cambridge	☐
Further	Kaletsky, A. (2011) Capitalism 4.0: The birth of a new economy in the aftermath of a crisis, Bloomsbury, London	☐
Further	Lebel, L., Lorek, S. & Daniel, R. (2010) Sustainable production consumption systems Springer Verlag, Berlin	☐
Further	MacKay, D.J.C. (2008) Sustainable energy- without hot air, UIT, Cambridge	☐

Module Code	M5X00804	
Module Title	Managing the Sustainable Organisation	
Classification	Reading List entry	Electronic*
Further	Seitanidi, M.M. (2010) The politics of partnerships: A critical examination of non-profit-business partnerships, Springer, Dordrecht	☐
Further	Sullivan R. (2011) Valuing corporate social responsibility: How do investors really use corporate responsibility information?, Greenleaf Publishing, Sheffield	☐
Journals	Business and Society Review	☐
Journals	Corporate Governance	☐
Journals	Ethical Consumer	☐
Journals	Futures	☐
Journals	International Society for Sustainability Professionals	☐
Journals	Journal of Corporate Citizenship	☐
Journals	Social Entrepreneurship	☐
Journals	Strategy and Business	☐
Websites	http://sustain.wisconsin.edu/degrees-and-certificates/bachelors-certificate/	☐
Websites	http://research@ethicalcorp.com/	☐
Websites	http://www.commondreams.org/	☐
Websites	http://www.neweconomictheory.org/	☐
Websites	http://www.peri.umass.edu/	☐
Websites	http://www.sustecweb.co.uk/	☐
Websites	http://www.ineteconomics.org/net/video/playlist/conference/bretton-woods/O	☐

M5X02059: Marketing Communications

DATED: 28/04/2016

LEVEL: 5
CREDITS: 20

JACS CODE: N560

AIM(S)

- This module will introduce the students to the mechanics of marketing communications to develop the students' critical faculties in creating and developing campaigns.
- It will provide a framework to support an integrated approach to marketing communications

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Demonstrate a clear understanding of the mechanisms behind the component parts of a marketing communication campaign.
- Employ a Marketing Communications framework to construct a marketing communication campaign.

INDICATIVE CONTENT

- Models and theoretical concepts that underpin marketing communication activity.
- Consideration of the key elements within a campaign covering branding, budgets and agencies.
- Deconstruction of message and media content to understand implication on success.
- Ethical considerations and practices within marketing communication
- Effectiveness of traditional and digital tools within an integrated marketing communication campaign.
- Understanding the mechanisms of a marketing communication planning framework.
- Designing campaigns through a marketing communications planning framework.

LEARNING AND TEACHING STRATEGY

The module is best suited to lectures and tutorials. Students will be given a tutorial where they will be given a topic to present to their fellow students, which should take up half of the allotted time, Subject areas will be linked to current events, activities, personalities, places, ideas and concepts that will support the area of study.

Case studies will also be used to develop understanding and application of the techniques.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Marketing communication campaign	4000 words equivalent	100%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X02059 / SBUS5138	
Module Title	Marketing Communications	
Classification	Reading List entry	Electronic*
Essential	Fill, C. (2013) Marketing Communication: Interactivity, Communities and Content, 5th edition, FT Prentice Hall: Essex.	☐
Further	Clow, K and Baack, D (2015) Integrated Advertising, Promotion and Marketing Communications, 7th edition, Pearson	☐
Further	Picton, D. And Broderick, A. (2004) Integrated Marketing Communications, 3rd Ed., Ft/Prentice Hall: Harlow	☐
Further	Smith, P R, Taylor, J (2011) Marketing Communication: Integrating Offline and Online with Social Media Kogan Page Ltd: London	☐

Module Code	M5X02059 / SBUS5138	
Module Title	Marketing Communications	
Classification	Reading List entry	Electronic*
Further	De Chernatony (2010) From Brand Vision to Brand Evaluation: The Strategic Process of Growing and Strengthening Brands Strategically branding and sustaining brands Butterworth –Heinemann: Oxford	☐
Further	Du Plessis, F. & Rousseau, D (2007) Buyer Behaviour: Understanding Consumer Psychology and Marketing, OUP: S. Africa	☐
Further	Ogilvy, D (2007) Ogilvy on Advertising Multimedia Publications, London	☐
Journals	European Journal of Marketing	☐
Journals	Journal of Marketing	☐
Journals	Journal of Marketing Communications	☐
Journals	Journal of Marketing Management	☐
Journals	Journal of Strategic Marketing	☐
<i>It is also advisable to read a weekly publication like Marketing Week and/or Campaign and the Monthly Marketer magazine from the Chartered Institute of Marketing</i>		
Websites	www.wnim.co.uk	☒
Websites	www.shapetheagenda.com	☒
Websites	www.mad.co.uk	☒
Websites	www.bized.com	☒
Websites	www.economist.com	☒

M5X00858: Marketing Information Systems

DATED: 11/02/2014

LEVEL: 5
CREDITS: 20

JACS CODE: N510

AIM(S)

- This module will focus on the importance of marketing information in gaining a more in-depth understanding of both the market in which an organisation operates and the customers it seeks to serve.
- It will provide an understanding of how an integrated approach to the collection, recording, analysing and interpreting of information can be used to support decision making in an organisation.
- It should also enable students to undertake and manage a small to medium sized marketing research project.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Examine the increasingly important role of data and how it is managed within organisations to create information to aid decision making.
- Design an effective marketing research project.

INDICATIVE CONTENT

- The importance of information, the types of information required by management, particularly with regard to information required on customers, competitors and the marketing environment.
- Changes happening in the provision of information as a result of computerisation (Internet, customer databases, scanning and internal reporting systems, Web 2.0 including social networks, online communities/blogs).
- The key role of Management Information Systems and its relationship with decision support systems.
- The optimum format for the reporting and presentation of the information (audience thinking sequence, tables and graphs, reports and oral presentations).

- Role of databases in information management (the types of information held and the role of databases in profiling customers, personalising offerings, building relationships and determining customer lifetime value).
- Ethical and legislative issues involved in data collection and usage including the Data Protection legislation.
- Stages of the marketing research process, the requirements of a research proposal and its production.
- Research methodologies (the broad categories of marketing research methodologies, secondary research, observation research, qualitative and quantitative research, the most common techniques used in each, introduction to the broad approaches of analysing quantitative and qualitative research).
- Research tools (development of the key skills needed in undertaking or overseeing a qualitative or quantitative research project such as questionnaire design, interview/discussion guide preparation and sampling, probability and non-probability samples).
- The nature of the marketing research industry, in terms of types of agency, key organisational and professional bodies.

LEARNING AND TEACHING STRATEGY

Issues relating to the concepts, theories and techniques associated with the marketing planning process are suited to delivery during weekly lectures. Lectures will introduce the ideas and will allow students to engage in discussion on the application of these ideas to practical situations. However, for the further exploration of these topics and their application to real life practical, pathway specific situations and case studies, tutorials and workshops are the most appropriate strategy. During tutorials and workshops, students will also have the opportunity and encouragement to design and undertake a marketing research programme and report on the findings, and gain individual, formative feedback regarding them.

The course will be augmented by online demonstrations/reviews, articles, readings, videos and discussions as appropriate.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research proposal	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00858	
Module Title	Marketing Information Systems	
Classification	Reading List entry	Electronic*
Essential	Tapp, A (2013) Principles of Direct and Database Marketing, Harlow: Prentice Hall	☐
Essential	Wilson, A (2011) Marketing Research: An Integrated Approach, Harlow: Pearson	☐
Further	Houdsen, M (2007) CIM Coursebook: Marketing Research and Information, Oxford: Butterworth Heinemann	☐
Further	McGivern, Y (20013) The Practice of Market Research: An Introduction, London: Financial Times Press	☐
Further	Brace, I (2013) Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research, London: Kogan Page	☐
Further	Hurnby, C, Hunt, T and Phillips, T (2008) Scoring Points: How Tesco Continues to Win Customer Loyalty, London: Kogan Page	☐
Journals	Information Age	☐
Journals	Information Management Journal	☐
Journals	Information & Management	☐
Journals	Information Systems Management	☐
Journals	Journal of Management Studies	☐
Websites	http://www.caci.co.uk	☒

Module Code	M5X00858	
Module Title	Marketing Information Systems	
Classification	Reading List entry	Electronic*
Websites	http://cim.co.uk	☒
Websites	http://dwinfocenter.org	☒
Websites	http://mrs.org.uk	☒
Websites	http://research-live.com	☒
Websites	http://upmystreet.com	☒

M5X00864: Skills for Managing

DATED: 11/02/2014
LEVEL: 5
CREDITS: 20

JACS CODE: N600

AIM(S)

To develop students' knowledge and understanding of the skills and abilities required for effective managing; and to develop these in order to contribute to organisational sustainability and growth.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Analyse and evaluate the necessary skills and roles of managers in employee performance, change, conflict, team and stakeholder management
- Evaluate and apply theories and models of high performance, motivation, influencing, communication and persuasion

INDICATIVE CONTENT

- Managing roles – evaluate and analyse different roles available to managers and the skills required in each
- Managing Employee performance– understand key drivers of employee performance and factors that affect these including role of line manager in this, and how this contribute to organisational performance e.g. Purcell's AMO model
- Managing change – evaluate the nature of change, change frameworks and theories and barriers and drivers of change
- Managing Conflict – learn and apply theories and models of conflict management on interpersonal and group levels
- Managing Communication – understand and apply techniques and theories related to using communication for persuasion, influence and engagement - framing, questioning, probing, confirming; presenting information; influencing and persuading
- Managing stakeholders – evaluate stakeholder management frameworks and models and how they work on an interpersonal and organisational level. Analyse skills required for successful stakeholder influencing.
- Managing teams – evaluate and apply theories and models of team building, team maintenance and high performing teams including remote and virtual.

LEARNING AND TEACHING STRATEGY

Each week students will attend a one hour lecture, details of which will be listed on a lecture schedule. Essentially, these lectures will serve to provide students with underpinning knowledge and understanding of the topic areas that, in turn will enable them to produce an informed and evidence-based response to their assessed work. It will be emphasised to students that lectures are intended to lead them into other areas of research so to expand their learning, understanding and critical awareness of the topic areas studied.

Guided by the module lecture schedule, each week during tutorials students will deliver a short informal update on their enquiries. They may work individually or within small groups, depending upon the enquiry or the nature of the enquiry. How students deliver and record the results from their enquiries is for them to decide although they will be encouraged to use technology, for example, PowerPoint, Blogs, Wikis and Discussion Boards.

The point of students delivering updates on their enquiries is that they can share information, learn from each other and the tutor can comment upon the content and so extend the learning. Students will also take part in brief simulated, experiential exercises to practice the skills discussed in sessions.

Feedback and guidance from the module Tutor, will aid students identify pertinent and relevant issues that will lead to them identifying their own enquiry and subsequent questions as they progress through the module. It will follow through the module that students will research and examine the resources available to them and so independently acquire the requisite knowledge, understanding and critical awareness that will enable them to be successful in this module.

The adopted learning process recognises that students are educated for knowledge creation, lifelong learning and leadership. It is anticipated that students will: take on leading roles in their future working environments; be required to adopt an entrepreneurial and innovative approach to managing resources; be active in directing change; support their professional status through research and development; and be confident in asking important questions to enable them offer solutions to challenges; and in turn, developing new knowledge.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Simulated team scenario	2000 words equivalent	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written report	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	50%
Practical	50%
TOTAL	100%

READING LIST

Module Code	M5X00864	
Module Title	Skills for Managing	
Classification	Reading List entry	Electronic*
Essential	Armstrong, M (2012) Armstrong's handbook of management and leadership: developing effective people skills for better leadership and management, Kogan Page, London	☐
Essential	Rees, D, and Porter, C (2008) The Skills of Management (6th ed.), Cengage Learning, London	☐
Further	Armstrong, M (2013) How to Manage People, Kogan Page, London	☐
Further	Gallagher, K (2010), Skills Development for Business and Management students: Study and Employability, Open University Press, Oxford	☐
Further	Gold, J, Thorpe, R, and Mumford, A (2010) Leadership and Management Development (5 th ed.) CIPD, London	☐
Further	Marchington, M. and Wilkinson, A. (2012) Human resource management at work. 5 th ed. London: Chartered Institute of Personnel and Development.	☐
Further	Schneider, S and Barsoux, J-L, (2003) Managing across cultures, FT Prentice Hall, London	☐
Further	Taylor, S and Woodhams, C (2012) Managing People and Organisations. London: Chartered Institute of Personnel and Development	☐
Journals	Human Resource Management Journal available at: www.cipd.co.uk/journals	☒
Journals	IDS HR Studies (Incomes Data Services)	☐
Journals	People Management available at: www.cipd.co.uk/pm	☒
Journals	Personnel Review	☐
Websites	www.cipd.co.uk Website of the Chartered Institute of Personnel and Development (CIPD)	☒
Websites	https://www.i-l-m.com/ Website of Institute of Leadership and Management	☒

M5X00868: Taxation

DATED: 11/02/2014

LEVEL: 5
CREDITS: 20

JACS CODE: N330

AIM(S)

To develop knowledge and understanding in the core areas of tax related to business and individuals.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Compute the national insurance and tax liabilities for business and individuals.
- Review tax planning strategies which minimise /defer tax liability by identifying /applying relevant exemptions, reliefs and allowances.
- Evaluate current Revenue Law issues using decided cases.

INDICATIVE CONTENT

- **Corporation Tax**
Scope. Accounting profits. Chargeable profits. Trading income. Income from property. Income from non-trading loans. Miscellaneous income. Franked investment income. Charitable donations. Loan relationships. Capital allowances. Corporate chargeable gains. Self-assessment system. Computation and payment of the corporation tax liability. Corporation tax losses.
- **Income Tax and National Insurance**
Introduction to the UK tax system. Income tax computation. Personal allowances. Payments and gifts eligible for tax relief. Income from property. Income from savings and investments. Income from employment. Income from self-employment. Trading losses. Pension contributions. Capital allowances. Payment of income tax, interest and penalties. National Insurance contributions.
- **Capital Gains Tax**
Scope. Computation of gains and losses. Chattels and wasting assets. Shares. Principal private residence. Reliefs.
- **Tax planning**
Minimisation of overall tax liability by careful tax planning
Miscellaneous.
Value Added Tax. Inheritance tax.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Group presentation		30%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Exam	3 hours	70%

Assessment Summary

Activity type	Percentage
Written exam	70%
Coursework	30%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X00868	
Module Title	Taxation	
Classification	Reading List entry	Electronic*
Essential	Melville A, (2013) Taxation, Harlow: Financial Times, Prentice Hall	☐
Further	(2013) British Tax Guides, London CCH - Income Tax - Corporation Tax - Value Added Tax - National Insurance Contributions - Capital Gains Tax	☐
Further	Whitehouse (2003) Revenue Law – Principles and Practice, London: Butterworth	☐
Further	James SR (2013) The Economics of Taxation 2013-14, Harlow: Financial Times, Prentice Hall	☐
Further	Morse G and Williams D, (2004) Davies: Principles of Tax Law, London: Thomson, Sweet and Maxwell	☐
Journals	Taxation	☐
Journals	Tax Adviser	☐
Websites	http://www.taxationjournal.co.uk	☒
Websites	http://www.tax.org.uk http://www.tax.org.uk	☒
Websites	http://www.att.org.uk	☒

MODULE CODE: BMBM5016
TITLE: Taxation
DATED: 13/03/2018

LEVEL: 5
CREDITS: 20

JACS CODE: N330

AIM(S)

- To enable the students to develop an appropriate level of knowledge and understanding in the core areas of tax related to businesses and individuals
- To enable the students to develop a critical approach to the provision of tax planning strategies for businesses and individuals.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Compute the national insurance and tax liabilities for businesses and individuals.
- Analyse and review tax planning strategies which minimise/defer tax liability by identifying relevant exemptions, reliefs and allowances.

INDICATIVE CONTENT

- Introduction to the UK tax system.
- Calculation of income tax and national insurance for individuals.
- Calculation of corporation tax for corporate bodies.
- Capital allowances available to all trading organisations.
- Other taxes, namely capital gains tax, inheritance tax, and value added tax.
- Tax planning as a legitimate strategy for minimising tax liability.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	50	25
Independent learning	150	75
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2,500 words	50%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Examination	3 Hours	50%

Assessment Summary

Activity type	Percentage
Written exam	50
Coursework	50
Practical	
TOTAL	100%

The module has been written in order to secure an exemption from the relevant professional accountancy bodies, namely ACCA and CIMA.

READING LIST

Module Code	BMBM5016	
Module Title	Taxation	
Classification	Reading List entry	Electronic*
Essential	Melville,A (2016) Taxation,22 nd Ed, Harlow, Pearson.	☐
Further	James,S (2016) The Economics of Taxation, 15 th Ed, Harlow, Prentice Hall.	☐
Further	Morse,G and Williams, D (2016) Principles of Tax Law, 8 th Ed, London, Thomson.	☐

Students will also be directed to use academic databases such as Business Source Complete and Marketline.

M5X01825: Tort Law

DATED: 01/06/2015

LEVEL: 5

CREDITS: 20

JACS CODE: M224

AIM(S)

- This module provides an introduction to the law of tort, including its historical origins, theoretical underpinnings and its aims and functions.
- The module will provide the student with the opportunity to consider general principles of tortious liability such as vicarious liability, defences and remedies. The module will also allow the students to take part in a simulated personal injury action to gain an awareness of how such a case is managed and carried out.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- systematically understand relevant legislation and the legal process including the relationship between legislation and policies and practices.
- Critically evaluate the fundamental legal techniques of reasoning from precedent and interpreting statutes, including knowledge of fact-finding, understand and take part in a simulation putting theory into practice of a personal injury action.

The student will have to arrange the action to reach a suitable outcome of the case.

INDICATIVE CONTENT

- Trespass to the person
- Negligence, including liability in respect of omissions, psychiatric harm and pure economic loss
- Occupiers liability
- Nuisance
- Defamation
- Damages
- Personal Injury and death – remedies
- Land based torts

LEARNING AND TEACHING STRATEGY

This module will be taught via formal lectures and equally supported by guided tutorials. The teaching strategies for this module will include case studies, various media sources, review of articles, directed reading, research and practical work, group seminars and presentations, guest speakers as appropriate and group discussion and debate.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	25
Independent learning	150	75
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 – 2500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 – 2500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

READING LIST

Module Code	M5X01825	
Module Title	Tort Law	
Classification	Reading List entry	Electronic*
Essential	M. Lunney and K. Oliphant 2013 Tort Law: Text and Materials 5 th Edition Oxford University Press	☐
Essential	R. Kidner 2015 Casebook on Torts 13 th Edition Oxford University Press	☐
Further	Cooke 2015 Law of Tort 12 th Edition Pearson	☐
Further	Elliot & Quinn 2015 Tort Law 10 th Edition Pearson	☐

Module Code	M5X01825	
Module Title	Tort Law	
Classification	Reading List entry	Electronic*
Further	J. Steele 2014 Tort Law: Text, Cases and Materials 3 rd Edition Oxford University Press	☐
Further	K. horsey & E. Rackley 2015 Tort Law 4 th edition Oxford University Press	☐
Journals	Cambridge Law Journal	☐
Journals	Criminal Law Review	☐
Journals	European Human Rights Law Review	☐
Journals	Harvard Law Review	☐
Journals	Journal of Law and Society	☐
Journals	Law Quarterly Review	☐
Journals	Law Society Gazette	☐
Journals	Legal Studies	☐
Journals	Modern Law Review	☐
Journals	New Law Journal	☐
Journals	Northern Ireland Legal Quarterly	☐
Journals	Oxford Journal of Legal Studies	☐
Journals	Public Law	☐
Journals	The Journal Jurisprudence	☐
Websites	www.parliament.gov.uk	☒