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

MODULE DIRECTORY

LEVEL 7

ACADEMIC DISCIPLINE OF BUSINESS ADMINISTRATION

INSTITUTE OF INNER CITY LEARNING

2022-2023

CONTENTS PAGE

Page No

INTRODUCTION.....2

MODULES 3

Marketing Management.....4

Human Resource Management.....6

Entrepreneurship.....9

Financial Management 12

Managing People 17

International Marketing.....21

Digital Marketing.....23

e-Business Strategy 25

Creativity, Innovation and Intellectual Property (CIIP).....28

Corporate Finance.....31

Banking Financial Management and Financial Markets 34

Business Decision Making.....36

International Business 39

Managerial Economics 41

Management Ethics.....43

Change Management.....46

Consultancy Management.....49

Contemporary Logistics Management 52

Dissertation 54

Integrated Case Study.....58

Business Development Proposal.....62

INTRODUCTION

This Module Directory includes all the modules for Level 7 within the Academic Discipline of Business Administration in the academic year 2022-2023.

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 Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Manager (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute 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.

MODULES

	MBA	Credits
PART I		
	Compulsory Modules	
LCMB7000	Human Resource Management	20
LCMB7001	Marketing Management	20
LCMB7002	Financial Management	20
LCMB7003	Strategic Management	20
	Pathway Modules	
MBA Marketing Management		
LCMB7006	International Marketing	20
LCMB7010	Digital Marketing	20
MBA Banking and Finance		
LCMB7005	Corporate Finance	20
LCMB7012	Banking Financial Management and Financial Markets	20
MBA Human Resource Management		
LCMB7011	Managing People	20
LCMB7013	Managing Performance	20
MBA Information Management		
LCMB7008	e-Business Strategy	20
LCMB7009	Business Decision Making	20
MBA Entrepreneurship		
LCMB7004	Entrepreneurship	20
LCMB7007	Creativity, Innovation and Intellectual Property (CIIP)	20
MBA General Management		
LCMB7004	International Business (Elective) **	20
LCMB7006	International Marketing (Elective) **	20
LCMB7005	Corporate Finance (Elective) **	20
LCMB7004	Entrepreneurship (Compulsory)	20
PART II		
Compulsory Module		
LCMB7020	Dissertation	60
	Includes: Stage 1 – Developing Research Competence and the Research Proposal	

** Students who take Corporate Finance will be awarded an MBA General Management (Corporate Finance)
** Students who take International Business will be awarded an MBA General Management (International Business)
** Students who take International Marketing will be awarded an MBA General Management (Marketing)

Marketing Management

MODULE CODE: **LCMB7001**
TITLE: **Marketing Management**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N500**

AIM(S)

- To allow the student to assess the contribution of marketing in any organisation and critically evaluate its marketing activities.

LEARNING OUTCOMES

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

- critically appraise key marketing activities and the contribution of the marketing department to the organisation;
- anticipate and critically evaluate future developments in the field of marketing especially through technology.

INDICATIVE CONTENT

- The marketing concept: the nature of marketing, its key components and applications.
- Scanning the marketing environment with a view to designing a MKIS.
- The nature of buying behaviour.
- Market segmentation, target marketing and positioning and their use in developing marketing strategies and marketing plans.
- The marketing mix concept and its relation to segmentation.
- Internal organisational marketing, marketing the corporate brand. Product and service quality audit.
- Brand building techniques and brand management.
- Market Analysis- market forces and failure, government intervention and failure in the market, competitive, cooperative and co-competitive paradigms, consumer behaviour in a digital environment (C2B, C2C, B2C, B2B, C2G, G2C etc).
- Current issues and future developments in marketing to include ethics, green marketing, cyber marketing.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	One 3500 words	75%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	1,500 words or equivalent	25%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	**LCMB7001**	
Module Title	**Marketing Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Hooley, G.J., Saunders, J.A. & Piercy N.F. (2009) *Marketing Strategy and Competitive Positioning*, Essex, Prentice Hall International.	☐
Further	Baker, M (2004) *Marketing Theory,* London, Thomson Learning.	☐
Further	Beller, K., Weiss, S. & Patler, L. (2007) *The Consistent Consumer,* Sedona AZ, LTS Press.	☐
Further	Brassington, F. & Pettit, S., (2010) *Principles of Marketing*, Harlow: FT Prentice Hall.	☐
Further	Chaffey, D., Ellis-Chadwich, F & Johnson, K. & Mayer, R. (2006) *Internet Marketing,* 3e, Essex, FT Prentice Hall.	☐
Further	Christopher M., Payne, A & Ballantyne, D. (2002) *Relationship Marketing*, Oxford, Butterworth-Heinemann.	☐
Further	de Chernatony, L & McDonald, M. (2003) *Creating Powerful Brands,* 3e Oxford, Butterworth-Heinemann.	☐
Further	Dibb, S., Simkin, L. M. and Ferrell, O. C., (2012) *Marketing: Concepts and Strategies,* 6e. Cengage Learning EMEA	☐

Human Resource Management

MODULE CODE: **LCMB7000**
TITLE: **Human Resource Management**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N600**

AIM(S)

- To develop a critical and analytical understanding of the changing nature of HRM in a global context, from a primary focus on supporting line managers to manage their people well, to a more specialised and professional one of delivering sustainable organisation capability and performance.

LEARNING OUTCOMES

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

- critically review and appraise current research and advanced scholarship so to enable them to evaluate managerial and business environments;

- demonstrate a systematic understanding of current issues in HRM and IHRM within a variety of organisations so to enable them to manage effectively the design and implementation of fair, efficient and effective policies and procedures that serve to deliver upon the strategic aims of the organisation.

INDICATIVE CONTENT

- The history and context of HRM and a critical appraisal of the HR function, role and standing within varying sectors including small, medium and large enterprises nationally and internationally.

- Organisation design, culture and development including the analysis of internal and external environments that impact upon the work of personnel professionals.

- National and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and/or changing.

- Human resource planning processes employed by organisations and how these are now influenced by technology; including administering these processes lawfully, fairly, efficiently and effectively.

- Socialising personnel into the organisation; building the business activist; employer bonding and branding.

- Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow; job design.

- Ethics and professionalism; commitment to equality of opportunity; managing diversity.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**100**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)
☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Course work	One 2500 words	50%

Assessment Component 2
(Tick one)
☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation & Report	2,500 words or equivalent	50%

Assessment Summary

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

READING LIST

Module Code	**LCMB7000**	
Module Title	**Human Resource Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Armstrong M. (2012) Armstrong's Handbook of Human Resource Management Practice 12th Ed.	☒
Essential	Henderson, I. (2011) Human Resource Management for MBA Students, London: CIPD.	☒
Further	Beardwell, I. and Gold, J., (2009) Human Resource Development, Basingstoke: Palgrave Macmillan.	☒
Further	Bratton J and Gold J (2012) Human Resource Management Theory and Practice 5th Ed Palgrave.	☒
Further	Cook, M. (2009) Personnel selection: adding value through people. 5th ed. Chichester: John Wiley.	☒
Further	Dowling, P., Festing, M. and Engle, A. D. (2007)	☒

	International human resource management: managing people in a multi-national context. 5th ed. London: Thomson Learning.	
Further	Edenborough, R. (2007) Assessment methods in recruitment, selection and performance: a manager's guide to psychometric testing, interviews and selection. London: Kogan Page.	☒
Further	Marchington, M. and Wilkinson, A. (2008) Human Resource Management at Work, Wiltshire: CIPD	☒
Further	Pilbeam, S. and Corbridge, M. (2006) People resourcing: contemporary HRM in practice. 3rd ed. Harlow: Financial Times / Prentice Hall.	☒

Entrepreneurship

MODULE CODE:	**LCMB7004**
TITLE:	**Entrepreneurship**
DATED:	**13/06/2018**
LEVEL:	**7**
CREDITS:	**20**
JACS CODE:	**N200**

AIM(S)

- To introduce the concepts of entrepreneurship, the entrepreneur and enterprise, through an historical and economic review and a comprehensive consideration of current issues in enterprise and entrepreneurship.
- To build on students own personal, practical and workplace expectations and experiences of entrepreneurship and enterprise to develop a critical understanding of the necessary skills, motivators, characteristics and attributes.

LEARNING OUTCOMES

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

- critically apply and evaluate concepts and knowledge about enterprise and entrepreneurship from a range of perspectives: for example, as an entrepreneur, intrapreneur, support provider or policy maker;
- to evaluate and review entrepreneurial and enterprise opportunities.

INDICATIVE CONTENT

- Definitions and theories of entrepreneurship, the entrepreneur and innovation.
- Historical perspectives of entrepreneurship.
- Economic, social and political perspectives of enterprise and entrepreneurship.
- The skills, characteristics, attributes and behaviours of the entrepreneur.
- The relationship between small business owners and entrepreneurship, and between the characteristics of small business owners and entrepreneurs.
- The entrepreneurial organisation: management styles, cultures and structures that facilitate entrepreneurship/intrapreneurship in larger organisations.
- The different approaches and parameters affecting entrepreneurship around the globe, including political, social, historical and cultural dimensions and the ways in which entrepreneurial businesses move into international business situations.
- Family businesses: management, governance and succession issues.
- Entrepreneurial thinking beyond traditional profit making business activities. Entrepreneurship and enterprise in social, community and political settings.
- The business planning process – analysis, choice and implementation.

- Business planning, development and marketing for start-up, growth and innovation.
- Financing enterprise and entrepreneurship.
- Pitching the idea/plan: presentation techniques, documentation conventions.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)
☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	One 2500 words	50%

Assessment Component 2
(Tick one)
☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	2,500 words or equivalent	50%

Assessment Summary

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

READING LIST

Module Code	**LCMB7004**	
Module Title	**Entrepreneurship**	
Classification	**Reading List entry**	**Electronic***
Essential	Bolton, B. & Thompson, J.(2013) Entrepreneurs: Talent, Temperament, Technique (3rd Ed) Oxford: Elsevier Butterworth-Heinemann.	☒
Essential	Carter, S. and Jones-Evans, D. (2006) Enterprise and small business: principles, practices and policy. 2nd. Ed. Prentice Hall.	
Futher	Bessant J & Tidd J (2007) Innovation & Entrepreneurship. John Wiley & Sons, London	☒

Further	Baker, M (2004) Marketing Theory, London, Thomson Learning.	☒
Further	Read, s. Sarasvathy, S. Dew, N. Wiltbank, R & Ohlsson A-V (2011) Effectual Entrepreneurship, Routledge	☒
Further	Bridge, S., O'Neill, K. & Cromie, S. (2008), Understanding Enterprise, Entrepreneurship and Small Business (3rd Ed), Basingstoke : Palgrave Macmillan	☒
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. (2008) Corporate Entrepreneurship. Palgrave, Macmillan.	☒

Financial Management

MODULE CODE:	**LCMB7002**
TITLE:	**Financial Management**
DATED:	**13/06/2018**
LEVEL:	**7**
CREDITS:	**20**
JACS CODE:	**N300**

AIM(S)
To provide students with an in-depth study of financial techniques and processes which enable management to evaluate and make strategic decisions in the context of competitive international environments.

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

- research, apply and evaluate a variety of financial assessment techniques for application to a case study;
- research, evaluate and critically discuss various issues and theoretical frameworks used in the management and control of financial resources.

INDICATIVE CONTENT

- Financial statements as a means of communication; users of financial information; ratio analysis; trend analysis; interlinking of ratio results; comparison with similar sized businesses and industry sector norms; recommendations and conclusions; follow up analysis and interpretation; corporate failure prediction models; critical appraisal of techniques; application to international companies.
- Objectives of working capital management; methods of financing working capital (short and long term financing requirements); management and control of trade credit and trade debt; cash management, cash operating cycle, management of stocks; application of controls to international companies, evaluation of conflicting aims.
- Project appraisal including payback, APR, NPV, IRR; decision to make, buy or lease; effects of capital rationing, taxation and inflation; project appraisal; post completion audit and critical appraisal of the techniques applied; requirements of international companies and global projects.
- Corporate re-organisation, including mergers, takeovers, buyouts, demergers and corporate failure.
- Financing quality systems initiatives; financial metrics for QA processes.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7002**	
Module Title	**Financial Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Collier, Paul M. (2012), Accounting for Managers, 4th Ed., Chichester: Wiley.	☒
Essential	Atrill, P. & McLaney, E. (2008), Accounting and Finance for Non-Specialists, 6th Ed.: FT Prentice Hall.	
Further	Neale, B. & McElroy, T. (2004), Business Finance - A Value Based Approach, 1st Ed.: FT Prentice Hall	☒
Further	Drury, C. (2008), Management and Cost Accounting, 7th Ed., South Western Cengage Learning	☒
Further	McLaney, E.I. (2006), Business Finance Theory and Practice, 7th Ed.: FT Prentice Hall	☒

MODULE CODE: **LCMB7003**
TITLE: **Strategic Management**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N211**

AIM(S)

- To provide a comprehensive understanding of the strategic management process for organisations, which integrates the other core modules and provides a platform for the practice or further study of business activities.

- To provide the understanding and experience of current strategic thinking and practice which identifies corporate success, excellence and strategic leadership to contribute to innovative decision making at senior and corporate level.

LEARNING OUTCOMES

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

- synthesise the relationship between the external context of an organisation and its internal context and their impact on its strategies;
- critically evaluate competitive and development strategies, in the context of contemporary strategic management issues;
- assess the factors that must be considered in strategy implementation.

INDICATIVE CONTENT

Over the course of this module students will undertake the study of strategic management through the analysis of case studies and current practice. Students will be encouraged to deal with complex systemic issues and relate their learning to relevant industry/business environments. Students will study the following:

- Strategic management in different contexts; to include small business, multinational corporations, manufacturing and services, public sector and not for profit.
- Strategic management in practice; to include the strategic position, strategic choices, strategy into action and development processes.
- Strategic analysis; to include macro environment analysis using pest and other frameworks, for example five forces framework, defining strategic groups and critical success factors.
- Resource, competence and strategic capability; to include how strategic capability contributes to competitive advantage. The strategic importance of resources, core competences and organisation capabilities.

- Stakeholder expectation and organisational purpose; to include the importance of governance stakeholder mapping. Critical assessment of ethical issues, sustainability, corporate social responsibility and their impact on strategic development.
- Assessment of organisational culture, structure and leadership, using appropriate academic theories and models and their impact on strategic implementation.
- Business level strategy and different methods of achieving sustainable competitive advantage.
- Corporate level strategy to include product diversity, international diversity, corporate parenting roles and portfolio management.
- Strategic evaluation and selection; to include generic strategies and the various strategic development methods available to organisations (internal, acquisition and alliance) and how to best manage change.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7003**	
Module Title	**Strategic Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Johnson, G. and Scholes, K., Exploring Strategy, Harlow: FT Prentice Hall, 2010	☒
Essential	Lynch, R., Corporate Strategy, Harlow: FT Prentice Hall, 2010.	
Further	Mintzberg, H., Ahlstrand, B., and Lampel, J. Strategy Safari: The Complete Guide Through the Wilds of Strategic Management, Harlow: FT Prentice Hall, 2008.	☒

Further	Hayes, J., The Theory and Practice of Change Management, Palgrave, 2010	☒
Further	Ridderstral, J. and Nordstrum, K., Funky Business, Harlow: FT Prentice Hall, 2007	☒
Further	Senge, P. M., The Fifth Discipline, London: Random House Business Books, 2006.	

Managing People

MODULE CODE:	**LCMB7011**
TITLE:	**Managing People**
DATED:	**13/06/2018**
LEVEL:	**7**
CREDITS:	**20**
JACS CODE:	**N600**

AIM(S)

To develop a critical and analytical understanding of the complexity of the Human Resource in the context of the distinctive set of integrated employment policies, programmes and practices used in the workplace to improve employee capability and commitment and to achieve sustainable competitive advantage or superior public services.

LEARNING OUTCOMES

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

- identify and critically appraise the Human Resource Management role in employee recruitment, development and engagement in a competitive and international context;
- develop a critical appreciation of the issues involved in managing a complex and diverse workforce for both organisational success and workforce wellbeing.

INDICATIVE CONTENT

- HRM strategies, planning and approaches to the labour markets including recruitment, retention, turnover and dismissal.
- HRD strategies and approaches to employee development and diversity management.
- Managing Workforce Diversity – international, cultural, legislative and development aspects and the impact of HR practices and policies.
- Communication and Consultation, especially in relation to Employee Engagement, Employment Contracts and Employee Relations.
- Developing proactive HRM strategies to sustainable Health, Safety, Environmental and Wellness issues and risks.
- HRM and the contribution to continuous improvement and the quality gain.
- International, Environmental, Ethical and Sustainability issues.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7011**	
Module Title	**Managing People**	
Classification	**Reading List entry**	**Electronic***
Essential	Armstrong M. (2012) Armstrong's Handbook of Human Resource Management Practice 12th Ed. Kogan Page.	☒
Essential	Scullion H and Collings D G - Editors (2011) Global Talent Management Routledge	
Further	Bratton J and Gold J (2012) Human Resource Management Theory and Practice 5th Ed Palgrave.	☒
Further	Beardwell, I. and Holden, L. (2007) Human Resource Management: A Contemporary Approach, Harlow: FT Prentice Hall.	☐
Further	Gordon, J. (2006) Pfeiffer's classic Activities for Diversity Training, London: John Wiley and Sons Ltd.	☒
Further	Greenhaus et alia (2010) Career Management 4th Ed. Sage.	☒

Managing Performance

MODULE CODE:	**LCMB7013**
TITLE:	**Managing Performance**
DATED:	**13/06/2018**
LEVEL:	**7**
CREDITS:	**20**
JACS CODE:	**N600**

AIM(S)

- To develop a critical and analytical understanding of the importance and nature of Performance Management.

- To develop a critical and analytical understanding of the Human Resource Managers' role in developing, supporting and implementing the interconnected policies and practices designed to ensure continuous employee and organisation performance.

LEARNING OUTCOMES

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

- identify and critically analyse the Human Resource Management role and contribution to managing and improving employee and organisational performance;
- critically appreciate the practices available to support, improve and achieve competitive advantage and high performance.

INDICATIVE CONTENT

- Performance Development Planning - the purpose and processes of Performance Appraisal and Performance Management.
- Performance Management - the drive towards competitive advantage and the place of HRM – behavioural, performance and other outcomes.
- Performance and Development – goal setting, measurement, appraisal, feedback.
- Trust, Manageability and Control - Motivation, Rewards and Incentives.
- HR and Line Managers – Business Strategy, Commitment, Improvement Flexibility and Quality.
- International, Environmental, Ethical and Sustainability issues.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7013**	
Module Title	**Managing Performance**	
Classification	**Reading List entry**	**Electronic***
Essential	Baron A and Armstrong M (2007) Human Capital Management Kogan Page	☒
Essential	Armstrong M. (2012) Armstrong's Handbook of Human Resource Management Practice 12th Ed. Kogan Page.	
Further	Lasserre P (2012) Global Strategic Management Palgrave.	☒
Further	Scullion H and Collings D G - Editors (2011) Global Talent Management Routledge	☒
Further	Pettinger R (2010) Organisational Behaviour – Performance Management in Practice Routledge.	☒
Further	Argyris, C. (1999) On Organisational Learning, London: Wiley Blackwell.	

International Marketing

MODULE CODE: **LCMB7006**
TITLE: **International Marketing**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N550**

AIM(S)

To provide students with a comprehensive understanding of contemporary marketing theories and practices in an international environment.

LEARNING OUTCOMES

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

- critically compare and contrast the impact of cultural differences and similarities between nations in a marketing context;
- identify and critically reflect on the contemporary ethical and practical frameworks of marketing within a global context.

INDICATIVE CONTENT

- The global market place and economic environmental issues such as barriers to free trade.
- Cultural and social forces and their impact on marketing activities and consumer buying behaviour.
- International market research including sources of information, primary and secondary research and data collection issues in an international context.
- The development of global marketing strategies and international communications such as advertising, sales promotion public relations and sponsorship.
- Global branding and the cultural implications and ethical issues on a multinational and local scale.
- The considerations involved in the planning of international marketing entry strategies and the use of appropriate channels.
- International pricing issues including export pricing and pricing strategies and issues such as the ‘dumping’ of goods.
- Issues of application of marketing tools and techniques in an international setting.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7006**	
Module Title	**International Marketing**	
Classification	**Reading List entry**	**Electronic***
Essential	Keegan & Green (2011) Global marketing 6e, Pearson	☒
Further	Parsons E and Maclaran P,(2009) Contemporary Issues in Marketing and Consumer Behaviour, Butterworth Heineman	
Further	de Mooij Marieke (2010) Global Marketing and Advertising Understanding Cultural Paradoxes Third Edition Sage.	☒
Further	Martin E, (2006) Marketing Identities through Language', PlagraveMacmillan	☒
Further	Lind,P (2012) Small Business Management in cross-cultural environments, Routledge	☒
Further	Lee & Carter (2009), Global Marketing Management 2e, OUP	

Digital Marketing

MODULE CODE: **LCMB7010**
TITLE: **Digital Marketing**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N560**

AIM(S)

To encourage students to explore the range of possibilities presented by digital marketing and to identify future opportunities in this field.

LEARNING OUTCOMES

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

- appraise the digital impact on each element of the marketing mix and the range of different e-marketing tools available to marketers through digital marketing techniques;
- critically evaluate contemporary digital and e-issues affecting customers, intermediaries and marketers.

INDICATIVE CONTENT

- Scanning the digital marketing environment.
- Understanding and evaluating search and social media marketing.
- Appraising techniques to provide digital customer insight and management.
- The role of direct marketing in the digital era.
- Implications on governance and reputation management through consumer use of digital technology.
- Integrating digital marketing channels in the marketing communications strategy.
- Developing marketing strategy in the digital age.
- Future issues in digital marketing.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7010**	
Module Title	**Digital Marketing**	
Classification	**Reading List entry**	**Electronic***
Essential	Beynon-Davies, P (2009) E-Business, Basingstoke: Macmillan	☒
Essential	Chaffey, D., Mayer, R. Johnston, K & Ellis-Chadwick, F (2009) Internet Marketing: Strategy, Implementation and Practice, Harlow:Prentice Hall	☒
Further	Smith, P R & Chaffey, D (2007) E-Marketing Excellence, Oxford: Butterworth-Heinemann	☒
Further	Wright, J (2006) Blog Marketing, London: McGraw-Hill	☒
Further	Hanson, W (2006) Internet Marketing and E-Commerce, London: Thomson	☒
Further	Gay, R (2007) Online Marketing: a Customer-Led Approach, Oxford: OUP	☒

e-Business Strategy

MODULE CODE: **LCMB7008**
TITLE: **e-Business Strategy**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N200**

AIM(S)

To develop students' ability to evaluate critically the strategic role and impact of e-Business and strategic information systems, and recognise that the effective and innovative management of information can create and sustain competitive advantage.

LEARNING OUTCOMES

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

- critically and systematically apply current and emerging e-Business themes or applications, demonstrating a comprehensive understanding of the methods, techniques and technologies to rapidly build an e-Business application for a SME;
- evaluate critically the drivers and challenges associated with selected contemporary e-business applications or themes and the impact of their use in organisations.

INDICATIVE CONTENT

- The distinction between e-Business and e-Commerce, classifying e-businesses, ingredients and types of e-Business models.
- Stages of development, drivers and inhibitors to e-business, models to assess the e-environment and identify where e-Business can exploit opportunities and counter threats.
- The integration of e-strategy with business strategy (alignment and impact). Innovative uses of e-Business to help achieve business objectives and competitive advantage.
- Categories of strategic information systems (SIS) and critical success factors in SIS (e.g.Ward and Peppard's models).
- The strategic IS/e-Business planning process (e.g. Nolan's stages of growth, Earl and Gallier's Frameworks).
- Frameworks for devising and/or assessing an IS/e-Business strategy within an organisation (e.g. Porter and Millar's 5 forces, Porter's generic strategies, Porter's value chain analysis. Porter and Millar's Information Intensity Matrix).
- Managing the e-Business/information systems application portfolio (e.g. Ward et al matrix, Parsons' Generic Strategies, outsourcing).
- Contemporary applications and themes of e-Business and the drivers and challenges involved in their implementation. For example: enterprise systems such as enterprise resource planning (ERP), supply chain management (SCM), customer relationship management (CRM), e-Marketing, e-HRM/e-Recruitment & Selection, e-Procurement, e-Learning, e-Government, mobile commerce, data warehousing and data mining, mobile computing, technologies such as VoIP, RFID, electronic data interchange (EDI), social

media/web 2.0 technologies such as podcasts, wikis, blogs, social networks, ubiquitous computing, cloud computing.

- B2C infrastructure: marketing presence, e-Procurement, on-line catalogue and shopping cart, on-line payment, e-fulfillment, e-CRM, e-law, I-marketing. E-Commerce solutions: out-of-the-box, server based and bespoke development for example Dreamweaver, open source solutions.
- Security, privacy and ethical issues in e-Business. Issues such as cybercrime, problems of regulation and jurisdiction, data protection, intellectual property, security, biometrics, privacy, trust.
- Managing technological change: the impact on people due to the implementation of e-Business.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7008**	
Module Title	**e-Business Strategy**	
Classification	**Reading List entry**	**Electronic***
Essential	Chaffey, D. (2011) E-Business and E-Commerce Management, 5th Edition, Pearson: Harlow	☒
Essential	Laudon, K.C. & Traver, C.G. (2012) E-Commerce: business, technology, society, 8th Edition., Pearson: New Jersey, USA	☒
Further	Beynon-Davies, P. (2012) E-business, 3rd Ed. Palgrave Macmillan: Basingstoke	☒
Further	Boddy, D., Boonstra, A. and Kennedy, G. (2009) Managing	☒

	Information Systems: an Organisational Perspective, 3rd Ed., FT/Prentice Hall: Harlow.	
Further	Piccoli, G. (2012) Information Systems for Managers: Text and Cases, 2nd Ed., Wiley: New Jersey, USA	☒
Further	Ward, J. and Peppard, J. (2002), Strategic Planning for Information Systems, 3rd Ed., Wiley.	☒

Creativity, Innovation and Intellectual Property (CIIP)

MODULE CODE:	**LCMB7007**
TITLE:	**Creativity, Innovation and Intellectual Property (CIIP)**
DATED:	**13/06/2018**
LEVEL:	**7**
CREDITS:	**20**
JACS CODE:	**N200**

AIM(S)

- To use a variety of techniques and strategies to develop awareness and capacity for creativity and innovation. To demonstrate the background, requirement and necessity for creativity and innovation.
- To enable the student to recognise, select and critically review Intellectual Property legislation that offers protection for their innovations and associated assets.

LEARNING OUTCOMES

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

- recognise and critically reflect upon the importance of creativity and innovation;
- demonstrate a critical and evaluatory ability to systematically deconstruct a problem or difficulty in order to develop new and alternative solutions and, or, systems of management;.
- evaluate Innovation and Intellectual Property issues and select, propose and manage appropriate solutions in the context of a 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.
- Concepts of open and closed innovation, and the theoretical and practical implications of these models:
- Globally-distributed innovation. The importance of organisational knowing, including a review of useful practices v. best practices and the meaning of ‘boundary-less’ organisations and how these can enhance opportunities for innovation;
- Inter-organisational innovation, including value constellations, drivers, success factors, typologies and implications.
- 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

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Individual report	One 2500 words	50%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Individual report	One 2500 words	50%

Assessment Summary

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

READING LIST

Module Code	LCMB7007	
Module Title	Creativity, Innovation and Intellectual Property (CIIP)	
Classification	Reading List entry	Electronic*
Essential	Bainbridge, D. (2012) Intellectual Property (9th Ed.)	☒

	London, Longman.	
Essential	Tidd, J. and Bessant, J. (2010), Managing Innovation: Integrating Technological, Market and Organizational Change, 4th Ed, Chichester: John Wiley	☒
Further	Chesbrough, Vanhaverbeke, West (2006), Open Innovation: Researching a New Paradigm, Oxford University Press (available on line:	☒
Further	Davis, J. (2012) Intellectual Property Law (4th Ed), Oxford: Oxford University Press	☒
Further	Drucker, P F (2007) Innovation and Entrepreneurship. The Classic Drucker Collection. Elsevier, London.	☒
Further	Estrin, J.(2009) Closing the Innovation Gap: Reigniting the spark of creativity in a global economy. USA: McGraw Hill	☒

Corporate Finance

MODULE CODE:	**LCMB7005**
TITLE:	**Corporate Finance**
DATED:	**13/06/2018**
LEVEL:	**7**
CREDITS:	**20**
JACS CODE:	**N340**

AIM(S)

To provide students with an in-depth study of corporate finance techniques and processes which enable management to evaluate and make strategic decisions in the context of competitive international environment.

LEARNING OUTCOMES

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

- understand the key themes that underpin modern corporate finance and their relevance to business capital structure and corporate governance;
- develop a critical understanding of the financing decisions of organisations in modern economies.

INDICATIVE CONTENT

- The role of corporate finance within organisations.
- The key issues for managers, shareholders and other stakeholders and the potential conflict of interest between these parties.
- The processes involved in and basic principles of capital budgeting and investment decisions.
- Identifying the cash flows associated with an investment project and evaluating investments using the net present value (NPV) method in order to understand investment decision making criteria.
- The equilibrium relationship between risk and return; the use of the Capital Asset Pricing Model (CAPM) and Arbitrage Pricing Theory (APT) in order to determine the cost of capital for risky projects.
- The efficiency of capital markets and the implications of efficiency of financial markets for long-term corporate financing decisions.
- The effect of dividend policy on share values, including the Modigliani and Miller model. The role of asymmetric information and the signalling hypothesis. Dividends and the conflict of interest between managers and shareholders.
- Financing and sources of finance. Common stock, corporate long term debt and preferred stock as sources of finance and patterns of financing.
- The debt-equity irrelevance theorem. The weighted average cost of capital, the cost of equity, corporate and personal taxes and bankruptcy costs, including the Modigliani–Miller model.
- The assumptions of the Modigliani–Miller irrelevance proposition. The impact of

information asymmetry on the financing decisions of firms. The agency costs of equity and debt and their implications for an organisation's capital structure.

- The effect of bankruptcy on capital structure choices and the impact of bankruptcy on employees and suppliers. The conflicts of interest between shareholders and debt holders.
- The theoretical and empirical rationale for mergers and issues of corporate control. Takeovers and the sources of gain from mergers. Leveraged buyouts and management buyouts and the changes in corporate governance and takeover waves.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Individual report	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7005**	
Module Title	**Corporate Finance**	
Classification	**Reading List entry**	**Electronic***
Essential	Grinblatt, M, and S Titman, S. (2002) Financial Markets and Corporate Strategy, 2nd Edition, McGraw-Hill	☒
Essential	Ross, S. Westerfield, R. and Jaffe, J. (2007) Modern Financial Management, 8th Edition, McGraw-Hill	☒
Further	Brealey, R A, and Myers, S. C. (1998) Principles of Corporate Finance, 6th Edition, McGraw Hill	☒
Further	Hawawini, G. & Viallet, C., Finance for Executives 2nd Edition, Ohio: Thomson Southwestern, 2000.	☒
Further	Michelle R. Clayman, M., Fridson, S. and Troughton G. H. (2008) Corporate Finance: A Practical Approach, John	☒

	Wiley & Sons, Inc,	
Further	Myddleton, D., (2000) Managing Business Finance, London: Prentice Hall	☒

Banking Financial Management and Financial Markets

MODULE CODE:	**LCMB7012**
TITLE:	**Banking Financial Management and Financial Markets**
DATED:	**13/06/2018**
LEVEL:	**7**
CREDITS:	**20**
JACS CODE:	**N340**

AIM(S)

- To give a thorough understanding of financial management within banks, how it contributes towards performance and the achievement of business objectives and the development of the necessary associated skills.
- To enable a detailed grasp of finance theory and its application, how financial instruments work and how they are used within the financial services industry.

LEARNING OUTCOMES

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

- demonstrate an understanding of the pricing of financial assets, the role and application of finance theory and the operation of financial markets;
- critically discuss bank performance criteria and valuation methods and demonstrate a detailed understanding of contemporary issues in bank management.

INDICATIVE CONTENT

- Analysis and interpretation of banks financial statements including the balance sheet and income statement.
- Analysis and interpretation of bank performance using financial ratios.
- Risk management within banks including liquidity, interest rates and credit management as well as risks associated with foreign exchange, sovereign debt and the cost of funding.
- The main components of bank capital and capital adequacy.
- Assessing bank valuations including the different ways of calculating value such as book value and market value.
- The range of and variety of global financial markets, the different financial instruments and how they operate.
- The concept of risk and return within financial markets, how they trade off with each other and how they are measured.
- The different forms of efficient market theory and the empirical evidence. The impact of behavioural finance.
- The dynamics and behaviour of equity markets and the various techniques for valuing equities together with advantages and disadvantages of the different methods.
- Global foreign exchange markets: analysis and dynamics. Spot and forward rates.

- The pricing of options and other derivatives as well as forward and futures contracts. Swaps – theory and application.
- Hedging, speculation and arbitrage.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Individual report	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7012**	
Module Title	**Banking Financial Management and Financial Markets**	
Classification	**Reading List entry**	**Electronic***
Essential	Koch, T. and MacDonald, S. S. (2006), Management of Banking, 6th ed, Thomson South-Western.	☒
Essential	Mishkin, F. S. (2009), Financial Markets and Institutions, 6th ed, Boston; London: Prentice-Hall.	☒
Further	Gardener, E. P. M. et al. (2002), Banking in the New Europe, Palgrave Macmillan.	☒
Further	Heffernan, S. (2004), Modern Banking, 2nd ed, Chichester: John Wiley.	☒
Further	Ross, P. S. and Hudgins, S. C. (2008), Bank Management & Financial Services, 7th ed, McGraw-Hill.	☒
Further	Bodie, Z., Kane, A. and Marcus, A. J. (2008), Investments, 7th ed, McGraw-Hill.	☒

Business Decision Making

MODULE CODE: **LCMB7009**
TITLE: **Business Decision Making**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N200**

AIM(S)

- To develop the critical understanding of the range of information systems prevalent in organisations and ethical considerations and issues involved during their introduction, management.

- To develop and improve the student's ability to critically analyse and evaluate managerial problems in a range of organisational contexts; to choose, apply, implement, communicate and defend appropriate solutions to Business Decision Making and Operations Management.

LEARNING OUTCOMES

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

- demonstrate a comprehensive and systematic understanding of various quantitative models and approaches that exist in business decision-making and defend the appropriate decision-making tools and techniques, and apply to scenarios in operations management;

- provide effective advice on managing information resources through information systems and evaluate the factors and methodologies which are critical to the design and implementation of information systems.

INDICATIVE CONTENT

Over the course of this module, students will study the main issues in relation to business decision making and maximising use of information systems and resources through the analysis of case studies and current practice. Students will be applying relevant theory and will be encouraged to deal with decision making scenarios. Students will study the following:

- Evaluating the strategic role of Information systems and their contribution to the effective and efficient operation of organisations;
- The management of data resources and the role of the data warehouse;
- Assessing Enterprise Application Systems and integration and the use of knowledge Management Systems and Decision Support Systems;
- The designing of information Systems, approaches to, methodologies and considerations involved in systems building;
- Assessing the ethical and social impact of information systems;

- The concepts and principles of business decision making and operations research;
- The scientific approach to decision making - use of mathematical and computer modelling; the use of linear programming in decision making;
- The application of decision support modelling and computer software to problems in business, government, and other types of organisations;
- The value-added activity dedicated to improving the quality of the decision making process;
- General forecasting methods, including regression analysis;
- Capacity planning, break even and investment analysis;
- Decision making for Inventory Management, aggregate planning and Yield Management.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Individual report	One 3750 - 4500 word report	75%

Assessment Component 2
(Tick one)

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Group presentation	Presentation (20 minutes)	25%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	75%
Practical	25%
TOTAL	**100%**

READING LIST

Module Code	**LCMB7009**	
Module Title	**Business Decision Making**	
Classification	**Reading List entry**	**Electronic***
Essential	Slack, N., Chambers, S. & Johnston, R. (2010) Operations	☒

	Management. 5th Ed. Harlow, Prentice Hall	
Essential	Render, B. and Heize, J. R. (2006) Operations Management, 8th edition, Prentice Hall.	☒
Further	Brown, DeHayes et al. (2009) Managing Information Technology Sixth edition. Pearson	☒
Further	K.C Laudon and J.P Laudon (2007), Management Information Systems, 10th edition, Prentice Hall	☒
Further	Chaffey, D. (2006), Business Information Systems - Technology, Development and Management for the e-business, 3rd edition, Pitman Publishing	☒
Further	Hughes, B. Exploiting IT for Business Benefit British Computer Society 2008	☒

International Business

MODULE CODE:	**LCMB7014**
TITLE:	**International Business**
DATED:	**13/06/2018**
LEVEL:	**7**
CREDITS:	**20**
JACS CODE:	**N200**

AIM(S)

To provide students with a comprehensive understanding of contemporary business theories and practices in an international environment.

LEARNING OUTCOMES

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

- critically evaluate the main features which contribute to the international business environment and its main institutions and the key decisions underpinning international organisational strategy;
- evaluate the different modes of engagement with international markets and explore the interconnectedness between these and the economic, legal, governmental, political, regulatory, cultural and other environments in which expanding companies operate;
- conduct informed research into international business issues and apply theoretical insights to the analysis of such issues in the context of a complex international business environment.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Individual report	5000 word report	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7014**	
Module Title	**International Business**	
Classification	**Reading List entry**	**Electronic***
Essential	Deresky, Helen. (2010). (7th ed.). International Management: Managing Across Borders and Cultures. Pearson. ISBN: 0132545551. HENCFORTH DERESKY.	☒
Essential	Bartlett Christopher A. and Beamish, Paul (2011). (6th ed.). Transnational	☒
Further	Buckley, P. (2007) The Multinational Enterprise and the Globalisation of Knowledge, Palgrave Macmillan.	☒
Further	Hill, CWL, (2006) Global Business Today, McGraw Hill	☒
Further	Daniels, Radenbourgh and Sullivan (2011) International Business, Pearson	☒
Further	Kelly, P. (2009) International Business and Management Cengage Learning	☒

Managerial Economics

MODULE CODE: **LCMB7015**
TITLE: **Managerial Economics**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N200**

AIM

To enable students to analyse the internal and external economic forces acting on management decision making.

LEARNING OUTCOMES

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

- analyse micro-economic/market structures and relationships to modern business decision-making;
- critically evaluate economic data as a guide to policy making.

INDICATIVE CONTENT

- An analysis of market supply, demand, price formation, and elasticities; the application of such theory to managerial decision-taking.
- An analysis of business costs in both short run and long run and their part in decisions on resource allocation. The economic evaluation of quality management systems.
- An assessment of the impact on the economy and the economics of developing policy on sustainability, enterprise, social responsibility and global trends in management decision making.
- A critical evaluation of the main market structures (perfect market, monopoly, imperfect market and oligopoly), competition and cooperation models and an analysis of the significance of each in resource allocation.
- An analysis of government influence on markets and its effect on the managerial decisions and the international business environment.
- The role of the state versus the role of markets: public services and privatisation; externalities and environmental costs; the impact of government policy. Relevant legal framework including competition, mergers, consumer protection and employment policies.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Integrative case study	5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7015**	
Module Title	**Managerial Economics**	
Classification	**Reading List entry**	**Electronic***
Essential	Samuelson, W. F. & Marks, S. G. Managerial Economics, Study Guide, London, John Wiley & Sons, 2011	☒
Essential	Sloman, J. & Hinde, K. Economics for Business, London, FT/Prentice Hall, 2012	☒
Further	Featherstone, M. Consumer Culture and Post Modernism, London, Sage, 2009	☒
Further	Kay, J. Everlasting Light Bulbs: How Economics Illuminates the World, London, Erasmus Press, 2008	☒
Further	Allen, B., Weigelt, K. & Doherty, N. Managerial Economics: Theory, Applications and Cases, New York, WW Norton, 2012	☒
Further	Png, I. & Lehman, D. Managerial Economics, Oxford, Blackwell, 2010	☒

Management Ethics

MODULE CODE: **LCMB7016**
TITLE: **Management Ethics**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N200**

AIM

To 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 demonstrate the ability 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 Business and Organisational Ethics: Defining 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 possibility of ethical behaviour. 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.
- 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. 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.
- 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.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Integrative case study	5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7016**	
Module Title	**Management Ethics**	
Classification	**Reading List entry**	**Electronic***

Essential	Clegg, S. R. & Rhodes, C. Management Ethics: Contemporary Contexts, London, Routledge, 2010	☒
Essential	Crane, A. & Matten, D. (2010) Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford, Oxford University Press,	☒
Further	Goodpaster, K. Conscience and Corporate Culture, Oxford, Blackwell, 2010	☒
Further	Sybille S. & Edwin Rühli, E. Stakeholders Matter: A New Paradigm for Strategy in Society (Business, Value Creation and Society), Cambridge, CUP, 2011	☒
Further	Tavani, H.T. Ethics and Technology: Ethical Issues in an Age of Information and Communication Technology, Danvers, MA, 2012	☒
Further	Henriques, A. & Richardson, J. Eds. The Triple Bottom Line, does it all add up? Assessing the sustainability of business and CSR, Sterling VA, Earthscan, 2010	☒

Change Management

MODULE CODE: **LCMB7017**
TITLE: **Change Management**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N214**

AIM

To enable students to develop a critical understanding of strategies for sustaining organisational effectiveness and managing change.

LEARNING OUTCOMES

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

- analyse critically theoretical perspectives and approaches to change management and demonstrate practical application of such, in a variety of organisational environments;
- critique professional activity with regard to systems for sustaining organisational effectiveness through dimensions of culture, structure, leadership, power and politics.

INDICATIVE CONTENT

- Organisations and their changing environments – a systems perspective. Behavioural, cognitive, psychodynamic approaches to change.
- Evaluation of hard systems models and soft systems models of change; the OD process; the planned and emergent approaches to change.
- Team and organisational change. Leading change, different styles and skills for different phases of change. Human and social factors of change: the ‘coping cycle’; ownership and participative action research; perspectives on the person – organisation relationship.
- Management roles and responsibilities in globalisation and the challenge of change: transactional and transformational leadership. Emerging themes such as change for restructuring, mergers and acquisitions, cultural and IT based change.
- A process orientation for sustaining organisational effectiveness: the innovative organisation culture; the learning organisation.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1
This component requires the student to investigate and present a proposal outlining their chosen case study organisation. The presentation will need to provide the context of the organisation and the change situation to be analysed. This should include a clear rationale of the key change management models to be used in constructing a full critical evaluation of the case.

(Tick one)
☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Proposal	600 words	12%

Assessment Component 2
(Tick one)
☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Report	4400 words	88%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	88%
Practical	12%
TOTAL	**100%**

READING LIST

Module Code	LCMB7017

Module Title	Change Management	
Classification	**Reading List entry**	**Electronic***
Essential	Cameron, E. & Green, M. (2015) Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organisational Change, 4th edition, London:Kogan Page	☒
Essential	Hayes, J (2014) The Theory and Practice of Change Management, 4th edition, Basingstoke: Palgrave Macmillan	☒
Further	Burnes, B (2014) Managing Change, 6th edition, New York, Prentice Hall	☒
Further	Kotter, J. P. (2009) Leading Change, Mass, Harvard Business Essentials	☒
Further	Senior, B & Swailes, S (2010) Organisational Change, Harlow, Prentice Hall	☒
Further	Buchanan D. A. & Badham R.J. (2008) Power, Politics and Organisational Change, 2nd edition, London, Sage Publications	☒

Consultancy Management

MODULE CODE: **LCMB7018**
TITLE: **Consultancy Management**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **20**

JACS CODE: **N213**

AIMS

- To demonstrate self-direction and originality in tackling and solving problems as a consultant and act critically and autonomously in planning and implementing tasks at a professional level

- To deal with complex issues analytically, systematically and creatively, make evaluative judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences.

LEARNING OUTCOMES

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

- have an in-depth understanding of consultancy as a specialism and the potentially positive contribution that such intervention can make to aid an organisation's ability to achieve and sustain competitive advantage through effectively managing change and embracing innovation;

- critically evaluate external and/or internal influences that impact upon an organisation's ability to serve and bring about outstanding customer service, product and service innovation;

- produce timely progress of consultancy projects from initial idea to the presentation of persuasive, pertinent and actionable reports;

- conduct critical and relevant literature and research reviews through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects;

- understand research methods and their relevance to different projects; data collection and handling, evaluation of the strengths and weaknesses of each and identification of the circumstances in which they might be used.

- Understand ethical considerations.

INDICATIVE CONTENT

- Consultancy – The Process and the Role of the Consultant
- Research Methodologies
- PID Planning & Research Ethics
- Report Writing and Presentations
- Pitching for a project
- Becoming a self-employed consultant

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

A Project Initiation Document (PID) and a Research Ethics form need to be fully completed. These two documents will provide the basis for the project and are largely formative in nature. In the PID, project ideas are formulated and finalised, and then presented to peers for critical review. The PID carries a nominal mark of 10% and must not be longer than 1000 words. This is followed by a 4000 word consultant's report that addresses the specifics of the project aim and objectives as set out in the PID, with both elements submitted together as one assignment.

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Coursework	5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7018**	
Module Title	**Consultancy Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Biggs, D (2010) Management Consulting: A Guide for Students, Andover: Cengage	☒
Essential	Cameron, E. & Green, M. (2012) Making Sense of Change Management, 3rd edition, London: Kogan Page	☒
Further	Baaij, M. (2013). An introduction to management	☒

	consultancy. Sage	
Further	Goodge, P. (2015) HR business partnering, London, Chartered Institute of Personnel and Development. Available at: http://www.cipd.co.uk/hr-resources/factsheets/hr-business-partnering.aspx	☒
Further	Newton, R. (2010) The Management Consultant: Mastering the Art of Consultancy. London: Financial Times Series	☒
Further	Gardiner, P. (2015) Project Management: A Strategic Approach, 2nd ed., Basingstoke, Palgrave.	☒

Contemporary Logistics Management

MODULE CODE: **LCMB7019**
TITLE: **Contemporary Logistics Management**
DATED: **13/06/2018**

LEVEL **7**
CREDITS **20**

JACS CODE **N200**

AIM

To critically examine theories and practices in logistics and supply chain strategies and operations.

LEARNING OUTCOMES

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

- critically examine the complex processes of global logistics;
- evaluate the principles of Total Quality Management as applied to supply chain management.

INDICATIVE CONTENT

- The interaction, integration between, and control of materials handling, packaging, inventory, transport, facility location, communications and data processing.
- Integration of manufacturing, distribution and retailing.
- The concept of Just-in-Time for both manufacture and distribution.
- The significance of logistical activities to businesses and organisations.
- Specification and use of data: inventory control, vehicle routing and scheduling, management information, customer and supplier contact.
- Planning, managing and decision making in logistics.
- National and international legislation's impact on European and Global logistics.
- Environment, environmental impact assessment and supply chain operations.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	**Hours**	**Percentage**
Scheduled learning	40	20
Independent learning	160	80
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

Students are required to critically evaluate a case study which will evaluate specific aspects of Logistics Management. In addition the students will normally be expected to develop one of the themes from the case study which is of particular interest to the student.

(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Coursework	5000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7019**	
Module Title	**Contemporary Logistics Management**	
Classification	**Reading List entry**	**Electronic***
Essential	Christopher, M. (2011) Logistics and Supply Chain Management: Creating Value - Adding Networks, London, FT/Prentice Hall	☒
Essential	Murphy, P.R. & Wood, D. (2012) Contemporary Logistics, London, Pearson	☒
Further	Taylor, T (2013) Global Cases in Logistics and Supply Chain Management, London, Thomson,	☒
Further	Jung, H., F. Frank Chen, F.F. & Jeong, B. (2012) Trends in Supply Chain Design and Management: Technologies and Methodologies (Springer Series in Advanced Manufacturing) , London, Springer	☒
Further	Gourdin, K (2011) Global Logistics Management, Oxford, Blackwell	☒
Further	Rushton, A, Croucher, P. & Baker, P. (2011) The Handbook of Logistics and Distribution Management, London, Kogan Page	☒

Dissertation

MODULE CODE: **LCMB7020**
TITLE: **Dissertation**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **60**

JACS CODE: **N200**

AIMS

- To develop in the student an understanding of the application of research methodologies, and an ability to frame a research proposal.
- To develop in the student the ability to report research results in written format to an academic and/or professional audience, and to further develop the student's capacity for critical analysis and independent thought.

Prerequisites

It is a prerequisite of this module that students attend a series of Research Methodology workshops and as a result have produced a successful research proposal for a dissertation. The workshops are intended to prepare students for the requirements of independent research and to enhance their professional competencies necessary for this purpose. This will ensure that students will:

- have developed a clear focus for their research, inquiry or investigation;
- have identified the context, boundaries and stakeholder interests;
- have considered research perspectives and ethical concerns and procedures;
- have considered research perspectives and ethical concerns and procedures; are informed about data collection and analysis and are in a position to successfully complete their research project.

All MBA Pathway students must write their Research Proposal and Dissertation that relates to the pathway specialism, e.g. (MBA Marketing Management) must choose a Marketing Management theme. Students will be given guidance in the Research Methods workshops and, following the Research Proposal submission, on the parameters of the specialist themes. Once the Research Proposal has been successfully completed, the dissertation module provides the student with the necessary support and opportunity to produce a substantial specialist body of research (15,000 words) which has been instigated, developed and produced as a consequence of their own research initiative.
Only on the successful completion of Part 1 and the research proposal, will the student be formally invited to submit a dissertation.

LEARNING OUTCOMES

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

- prepare a research/independent study proposal that provides evidence that the topic to be studied is worth addressing; that the way the proposal addresses the topic is both

appropriate and feasible in terms of intended activities, outcomes and resources and thus establishes its importance to both academic and professional communities;

- plan, manage and execute an in depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions;

- critically evaluate the appropriateness of qualitative/quantitative methods of data collection, in combination as necessary, to analyse, synthesise, interpret and present the resulting data and the applications of those methods by other researchers in other contexts;

- demonstrate the ability to conduct research under supervision in a business and management context including the ability to review published literature critically, show conceptual and theoretical understanding, identify research problems, use project management skills to budget, manage time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional business and management practice and normal principles of research ethics;

- exhibit the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research based inquiry in future employment settings.

INDICATIVE CONTENT

- The complexities and practical issues of business and management research: Independent learning and development; stakeholder interests and ethical considerations; the investigative process; philosophical considerations; the use of theory; the importance of on-going clear communication.
- The importance of clear aims and objectives: project management, use of project management skills to budget, manage time and other resources, building and managing relationships; learning and reflection, reviewing and judging.
- Exploring the literature, writing a literature review, reviewing published literature critically, showing conceptual and theoretical understanding, identifying research problems and questions.
- Choosing a research method, data collection and sampling, data analysis and interpreting results, reliability and validity of data, evidence based approach; disseminating findings in a way that is consistent with professional business and management practice. Drawing valid conclusions and recommendations. Reflecting on the research process and outcomes and the learning experience.

TEACHING AND LEARNING STRATEGY

The indicative content and requirements of the dissertation will be introduced at the end of Part 1 by an intensive research methodology workshop “Developing research competence and the research proposal**”** which is designed to bridge and enhance research knowledge and competencies. At the end of stage 1, students will be expected to produce and present an initial research proposal prior to the commencement of the dissertation research at stage 2.

In stage 2, students will be expected to manage their own learning and implement their own research programme of study over the dissertation period. Students will be allocated a supervisor who will meet with each student on a regular basis in order to monitor research progress (this will be for a minimum 8 meetings).

Guidelines and progress deadlines will be given to students at appropriate times in order to facilitate continued progress.

CLASS CONTACT

Stage 1: Developing research competence and the research proposal
Stage 2: The Dissertation

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Formative Research Proposal and 15000 word Dissertation	15000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7020**	
Module Title	**Dissertation**	
Classification	**Reading List entry**	**Electronic***
Essential	Anderson, T. and Kanuka, H. (2006) E-research methods, Strategies and Issues, London: Allyn and Bacon	☒
Essential	Davies, M. (2007) Doing a successful Research Project. New York: Palgrave MacMillan Hart C (2004) Doing Your Masters Dissertation (Essential Study Skills series), London: Sage Publications	☒
Essential	Kinnear, P.R. and Gray, C. D. (2007) SPSS 15 Made Simple, Hove: Psychology Press.	☒
Essential	Saunders, M. et al (2006) Research Methods for Business Students, Harlow: Prentice Hall.	☒
Essential	Cresswell, J. (2002) Research Design: Qualitative,	☒

	Quantitative, and Mixed Methods Approaches, London: Sage Publications	
Further	Gardiner, P. (2015) Project Management: A Strategic Approach, 2nd ed., Basingstoke, Palgrave.	☒
Further	Brown, R.B. (2006) Doing your dissertation in business and management : the reality of researching and writing. London: Sage Publications.	☒
Further	Cameron, S. and Price, D. (2009) Business research methods: a practical approach London: Chartered Institute of Personnel and Development.	☒
Further	Davies, M.B. (2007) Doing a successful research project: using qualitative or quantitative methods Basingstoke : Palgrave Macmillan.	☒
Further	Fisher, C.M. & Buglear, J (2010) Researching and writing a dissertation: an essential guide for business students 3rd ed., Harlow : Financial Times/Prentice Hall.	☒

Integrated Case Study

MODULE CODE: **LCMB7021**
TITLE: **Integrated Case Study**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **60**

JACS CODE: **N200**

AIMS

- To develop in the student an understanding of the application of research methodologies, and an ability to frame a research proposal and report research results in written format to an academic and/or professional audience, and to further develop the student's capacity for critical analysis and independent thought.

- To develop the students' practical and professional abilities in applying and reviewing business and management research with both academic rigour and practical application.

Prerequisites

It is a prerequisite of this module that students attend a series of Research Methodology workshops and as a result have produced a successful research or independent study proposal for an integrated case study proposal. The workshops are intended to prepare students for the requirements of independent research and to enhance their professional competencies necessary for this purpose. This will ensure that students will:

- have developed a clear focus for their research, inquiry or investigation;
- have identified the context, boundaries and stakeholder interests;
- have considered research perspectives and ethical concerns and procedures;
- be informed about data collection and analysis and are in a position to successfully complete their research project.

All MBA Pathway students must write their Research Proposal and ultimate integrated case study report in relation to the pathway specialism, e.g. (MBA Marketing Management) must choose a Marketing Management theme. Students will be given guidance in the Research Methods workshops and, following the Research Proposal submission, on the parameters of the specialist theme.

Once the research proposal has been successfully completed, the integrated case study module provides the student with the necessary support and opportunity to produce a substantial piece of independent work (15,000 words) which has been instigated, developed and produced as a consequence of their own research initiative.

Only on the successful completion of Part 1 and the research proposal, will the student be formally invited to submit an integrated case study evaluation.

LEARNING OUTCOMES

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

- logically and systematically formulate research questions and describe and critically evaluate differing research methods, approaches, and use of evidence including the formation of hypotheses, or other research models, or paradigms, and justify and defend the selection and use of specific research methodologies as these relate to a proposed project;
- integrate and plan key research activities and schedules including the setting of timetables and research objectives, and the acceptance of accountability for all aspects of the conduct of a research project;
- critically identify and apply appropriate research methods to carry out a sustained and extended piece of research which will result in the write up of the work undertaken, the critical consideration of the evidence considered, and the formation of conclusions based on the research processes followed.
- undertake a critical, evaluative and analytic review of a complex business scenario and identified case study(s) and produce a situational and strategic analysis of the case study and its business environment contexts;
- comprehend the strategic and operational constraints and cross functional complexity of business environments and the value of case study and scenario analysis in understanding this complexity;
- undertake a research based retrospective, current, or prognostic evaluation of specified case study(s) and identify and evaluate the business and organisational lessons which can be learnt from this evaluation;
- demonstrate the ability to evaluate and conduct case study research under supervision in a scenario based context, including the ability to critically review published case studies, show conceptual and theoretical understanding, identify case study research problems and propose solutions, use project management skills effectively, handle data from a variety of sources, interpret results and disseminate findings in a way which is consistent with professional business and management practice and principles of business ethics.
- articulate, present, propose and critically defend a case study analysis based on a set of comparative evaluations, theoretical interpretations and environmental contexts which are underpinned by, and linked to, relevant theory, models and practice, resulting in a specific case study which relates to professional practice and career objectives.

INDICATIVE CONTENT

- The complexities and practical issues of business and management research: Independent learning and development; stakeholder interests and ethical considerations; the investigative process; philosophical considerations; the use of academic theory; the importance of on-going clear communication.
- The modelled approach to case study analysis for decision making; the importance of clear identification of problems, analysis and strategic intent; the models and parameters of case study analysis; issues relating to and presenting a case study report.
- Identifying and critically reflecting on situational and resource constraints and issues impacting upon particular examples and cases; setting assumptions and strategic business planning, based on critical analysis in relation to case study examples; setting appropriate, well-argued objectives, strategies, action plans, by function to time scales.
- Critically exploring the case study and reviewing other relevant published literature critically, demonstrating conceptual and theoretical understanding by applying and referring to relevant academic theories and models in an appropriate and academically rigorous manner.

- Disseminating findings in a way that is consistent with professional business and management practice. Drawing valid conclusions and recommendations. Reflecting on the research process and outcomes and the learning experience.

LEARNING AND TEACHING STRATEGY

The indicative content and requirements of the integrated case study will be introduced at the end of Part I by an intensive research methodology workshop "Developing research competence and the research proposal" which is designed to bridge and enhance research knowledge and competencies. At the end of stage 1, students will be expected to produce and present an initial research proposal prior to the commencement of the integrated case study research project.

In stage 2, teaching is mainly undertaken in supervisory groups or individual tutorial or seminar formats. On-going supervision is given to each student by an appointed supervisor for the project case study topic.

CLASS CONTACT
Stage 1: Developing research competence and the research proposal
Stage 2: The Dissertation

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Formative Research Proposal and 15000 word Dissertation	15000 words	100%

Assessment Summary

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

READING LIST

Module Code	LCMB7021	
Module Title	Integrated Case Study	
Classification	Reading List entry	Electronic*
Essential	Bryman, A. and Bell,E (2011) Business Research Methods, Oxford, OUP	☒
Essential	Saunders, M.N.K., Lewis, P., and Thornhill, A. (2009) Research methods for business students; FT Prentice Hall	☒
Essential	Easterby-Smith, M. Thorpe, P. & Lowe, A. (2008)(3rd ed) Management Research an Introduction Sage	☒

Further	Bassey, M (1999) Case Study Research in Educational Settings Open University Press Bell, J. (2010), Doing your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science, 5th Edition, Milton Keynes: Open University Press	☒
Further	Bell, J. (2010), Doing your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science, 5th Edition, Milton Keynes: Open University Press	☒
Further	Edition. London: Sage Publications Ltd. Fisher, C. (2010) Researching & Writing a Dissertation: A Guidebook for Business Students, 3rd Edition	☒
Further	Thomas, G (2010) How to do your Case Study: A Guide for Students and Researchers Sage Publications Ltd.	☒
Further	Yin, RK (2008) Case Study Research: Design and Methods Sage Publications, Inc; Fourth Edition	☒
Further	Simons, H (2009) Case Study Research in Practice Sage Publications Ltd.	☒
Further	Saunders, M., Lewis, P., & Thornhill, A. (2009) Research Methods for Business Students, 5th Edition. Harlow: FT Prentice Hall.	☒

Business Development Proposal

MODULE CODE: **LCMB7022**
TITLE: **Business Development Proposal**
DATED: **13/06/2018**

LEVEL: **7**
CREDITS: **60**

JACS CODE: **N200**

AIMS

- To develop in the student an understanding of the application of research methodologies, and an ability to frame a business development proposal and report research results in written format to an academic and/or professional audience, and to further develop the student's capacity for critical analysis and independent thought.

- To develop the students' practical and professional abilities in applying and reviewing business and management research with both academic rigour and practical application.

Prerequisites

It is a prerequisite of this module that students attend a series of Research Methodology workshops and as a result have produced a successful research or independent study proposal, which will lead to a business development proposal. The workshops are intended to prepare students for the requirements of independent research and to enhance their professional competencies necessary for this purpose. This will ensure that students will:

- have developed a clear focus for their research, inquiry or investigation;
- have identified the context, boundaries and stakeholder interests;
- have considered research perspectives and ethical concerns and procedures;
- be informed about data collection and analysis and are in a position to successfully complete their business development proposal.

Students will be given guidance in the Research Methods workshops and, following the Research Proposal submission, on the parameters of the specialist themes.

Once the initial research proposal has been successfully completed, the business development proposal module provides the student with the necessary support and opportunity to produce a substantial piece of independent work (15,000) which has been instigated, developed and produced as a consequence of their own research initiative.

Only on the successful completion of Part 1 and the research/independent study proposal, will the student be formally invited to submit a business development proposal.

LEARNING OUTCOMES

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

- prepare a research/independent study proposal that provides evidence that the topic to be studied is worth addressing; that the way the proposal addresses the topic is both appropriate and feasible in terms of intended activities, outcomes and resources and thus establishes its importance to both academic and professional communities;
- plan, manage and execute an in depth research, inquiry or investigation with a business and/or management focus by applying the principles of research design to the formulation of a research question including, where appropriate, formal hypotheses that can be tested and the selection of appropriate research methods for answering these questions;
- critically evaluate the appropriateness of qualitative/quantitative methods of data collection, in combination as necessary, to analyse, synthesise, interpret and present the resulting data and the applications of those methods by other researchers in other contexts;
- demonstrate the ability to conduct research under supervision in a business and management context including the ability to review published literature critically, show conceptual and theoretical understanding, identify research problems, use project management skills to budget, manage time and other resources, handle data, interpret results and disseminate findings in a way that is consistent with professional business and management practice and normal principles of research ethics;
- exhibit the analytical, numerical, literacy, communication and computer skills to enable critical research to be undertaken and be able to apply those transferable skills to develop research based inquiry in future employment settings;
- articulate, present, propose and critically defend a business case, based on a set of scenario and environmental interpretations, which are underpinned by and linked to relevant academic theories and models, resulting in a specific project proposal and plan(s) to the immediate pre-launch stage of the project.

INDICATIVE CONTENT

- The complexities and practical issues of business and management research: Independent learning and development; stakeholder interests and ethical considerations; the investigative process; philosophical considerations; the use of theory; the importance of on-going clear communication.
- The importance of clear aims and objectives: project management, use of project management skills to budget, manage time and other resources, building and managing relationships; learning and reflection, reviewing and judging.
- Exploring the literature, writing a literature review, reviewing published literature critically, showing conceptual and theoretical understanding, identifying research problems and questions.
- Choosing a research method, data collection and sampling, data analysis and interpreting results, reliability and validity of data, evidence based approach; disseminating findings in a way that is consistent with professional business and management practice. Drawing valid conclusions and recommendations. Reflecting on the research process and outcomes and the learning experience.
- Introduce students to the essential principles, practices and processes related to the rigorous selection, design, carrying out, analysis, evaluation and completion of a major piece of academic and/or business and management - discipline related research.

- Provide students with an understanding of the theoretical and practical aspects of research design and evaluation including ethical issues and literature/evidence searches and provide them with the necessary skills to undertake a sustained and individual programme of research.
- Support the development of the students' abilities in critical analysis, evaluation, the making of informed judgments and the communication of these in (a) academic and (b) professional business and management contexts.
- Develop the students' practical and professional abilities in applying and reviewing business and management research in both academic and simulation-live situations.
- Provide, evaluate and discuss a critical overview of Scenario Planning and case study analysis and their application and use in the development of a Business Development Proposal and Business Plan which is taken and developed to a "live" and launch stage.
- Evaluate the critical discussion framework for, and exploring the concepts which may be identified in examples, models and scenario planning contexts in order that these may be reviewed and effectively applied in the development of a business project proposal to the immediate pre-launch stage and business submission stage.
- Develop each learner's experience in, and critical understanding, evaluation and analysis of, scenario evaluation and environmental scanning and how these may be used as creative contributions to business research, critical analysis, strategic and operational thinking, and the formation of a new business venture.
- Provide each student with the opportunity to develop the skills to communicate proposed solutions and the rationale behind them to an audience of potential investors, peers, business professionals, and academic mentors.
- Provide a project context which is based on the clear identification of business opportunity for each individual student and in which their formal report will be capable of being translated into a business venture proposal and able to be presented to investors for consideration for direct investment support.

TEACHING AND LEARNING STRATEGY

The indicative content and requirements of the business development proposal will be introduced at the end of Part 1 by an intensive research methodology workshop "Developing research competence and the research proposal" which is designed to bridge and enhance research knowledge and competencies. At the beginning of the workshop a business development proposal handbook is provided for each student. At the end of stage 1, students will be expected to produce and present an initial research proposal prior to the commencement of the business development proposal project at stage 2.

In stage 2, teaching is mainly undertaken in supervisory groups or individual tutorial or seminar formats. On-going supervision is given to each student by an appointed supervisor for the project case study topic. Students are given a project handbook and required to attend all specified supervisory sessions.

CLASS CONTACT

Stage 1: Developing research competence and the research proposal
Stage 2: The Dissertation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	30	5%

Independent learning	570	95%
Placement learning		
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Formative Research Proposal and 15000 word Dissertation	15000 words	100%

Assessment Summary

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

READING LIST

Module Code	**LCMB7022**	
Module Title	**Business Development Proposal**	
Classification	**Reading List entry**	**Electronic***
Essential	Bryman, A. and Bell,E (2011) Business Research Methods, Oxford, OUP	☒
Essential	Saunders, M.N.K., Lewis, P., and Thornhill, A. (2009) Research methods for business students; FT Prentice Hall	☒
Essential	Easterby-Smith, M. Thorpe, P. & Lowe, A. (2008)(3rd ed) Management Research an Introduction Sage	☒
Further	Bryman, A. and Bell,E (2011) Business Research Methods, Oxford, OUP	☒
Further	Phelps, R., Adams, R. and Bessant, J., 'Lifecycles of growing organisations: A review with implications for knowledge and learning', in International Journal of Management Reviews, 2007 Vol 9 issue 1: pp.1-30	☒
Further	Mullins, John (2006). The new business road test: What entrepreneurs and executives should do before writing a business plan. Financial Times/Prentice Hall	☒
Further	Jankowicz, A.D., (2004) Business research projects, 4th ed. Thomson Learning	☒
Further	Cornelius, P., Van de Putte, A. and Romani, M. 'Three Decades of Scenario Planning in Shell', in California Management Review, Fall 2005 Vol. 48 Issue 1: pp.92-109	☒

Further	Lindren, M. & Bandhold, H. (2002) Scenario Planning; The link between Future and Strategy. Palgrave Macmillan	☒
Further	Yin, RK (2003), Case Study Research: Design and Methods (Third Edition), Sage.	☒