



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

## **MODULE DIRECTORY**

### **UNDERGRADUATE BUSINESS PORTFOLIO Swansea Campus**

#### **LEVELS 4-6**

#### **INSTITUTE OF MANAGEMENT AND HEALTH**

**2019-2020**

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## INTRODUCTION

This Module Directory includes all the modules for Levels 4 and 5 of the 2018 validated Business Portfolio (all Programmes) together with modules for Level 6 of the 2018 BA (Hons) Accounting programme.

### *Modules on teach-out:*

This directory also contains Level 6 modules for “teach-out” during the academic year 2019-2020 2014, for:

1. Business programmes from the 2014 validated Business Portfolio; and,
2. Events programmes from the 2016 Leisure, Events and Tourism Portfolio.

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 Director (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 relating to  
Business 2018 Validated Programmes  
Levels 4, 5 and 6  
2019/20 delivery**

## **LEVEL 4**

**MODULE CODE:** BMBM4000  
**TITLE:** Creative Events Design and Planning  
**DATED:** 03/07/2019

**LEVEL:** 4  
**CREDITS:** 20

**JACS CODE:** N820

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### **AIM(S)**

To provide students with an introduction to creative event design and planning, enabling conceptualisation of event themes. It equips the students with the skills to investigate the internal and external factors which influence the creation of new concepts and ideas and the development of new markets. Furthermore, students will be exposed to the diverse design requirements of potential clients and the appreciation and understanding of the requirements and delivery of a client brief. Creativity, innovation, enterprise and market research will be key features which underpin this module.

### **LEARNING OUTCOMES**

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

- Evaluate the needs of a range of event clients and apply creative event design to develop a vision for an event which fulfils event aims and objectives
- Research and review the potential for new event markets and consumers
- Identify and explain key models of pre-planning and planning for event operations

### **INDICATIVE CONTENT**

- Event aims and objectives
- Pre-planning, event feasibility
- Internal and external analysis
- Event design, branding and theme. Conceptualising the event idea
- Creativity, innovation and enterprise in events
- Designing events for a variety of clients, understanding client brief
- Market research, product positioning, identifying gaps in the market
- Consumer behaviour, visitor profile, new markets, niche products, event USP.

### **LEARNING AND TEACHING STRATEGY**

Students will become familiar with concepts, principles and practices relating to the topic via workshops, seminars and relevant guest speakers. The teaching strategy within these sessions will include group discussion, the analysis of case studies (both paper based and video) documentary clips and other media. Within this introductory module time will be given to help students understand the context of events and festivals.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Report             | 2000 words | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Exhibition         | 15 minutes | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50          |
| Practical     | 50          |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                                                 |                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMBM4000</b>                                                                                                                                                 |                                     |
| <b>Module Title</b>   | <b>Creative Events Design and Planning</b>                                                                                                                      |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                       | <b>Electronic*</b>                  |
| Essential             | Berridge, G., (2007). Events design and experience 1st ed., Oxford; Burlington, MA: Butterworth-Heinemann.                                                      | <input checked="" type="checkbox"/> |
| Essential             | Richards et al., (2017) Event Design: Social perspectives and practices. Abingdon: Routledge                                                                    | <input type="checkbox"/>            |
| Further               | Allen J. et al., (2011) Festival and special event management, 5 <sup>th</sup> Ed., John Wiley & Sons, Sydney                                                   | <input type="checkbox"/>            |
| Further               | Bladen C. et al. (2012) Events Management: An Introduction Routledge: Oxford                                                                                    |                                     |
| Further               | Bowdin, G. et al (2011) Events Management 3 <sup>rd</sup> Edition Oxford: Butterworth-Heinemann.                                                                |                                     |
| Further               | Conway, D. (2009) The event manager's bible: the complete guide to planning and organising a voluntary or public event 3 <sup>rd</sup> ed. How to Books, London |                                     |
| Further               | Fenich, G. (2014) Meetings, Exhibitions, Events and Conventions. Pearson, London                                                                                | <input type="checkbox"/>            |
| Further               | Hoyle, L. (2002) Event Marketing: How to Successfully Promote Events, Festivals, Conventions, and Expositions. New York: J. Wiley                               | <input type="checkbox"/>            |
| Further               | Loveless, C. & Daniels, M. (2014) Wedding Planning and Management: Consultancy for Diverse Clients 2 <sup>nd</sup> Ed. Routledge, London                        | <input type="checkbox"/>            |
| Further               | Mallen, C. & Adams, L. (2008) Sport, recreation and tourism event management: theoretical and practical dimensions. Oxford: Butterworth-Heinemann.              | <input type="checkbox"/>            |
| Further               | Shone, A. and Parry, B., (2010) Successful Event Management: A Practical Handbook. 3 <sup>rd</sup> Edition Andover: Cengage Learning.                           | <input type="checkbox"/>            |
| Further               | Torkildsen, G. (2011) Leisure and Recreation Management, 6 <sup>th</sup> Ed. London: Routledge                                                                  | <input type="checkbox"/>            |

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

**MODULE CODE:** BMBM4001  
**TITLE:** Entrepreneurial Innovation  
**DATED:** 03/07/2019  
  
**LEVEL:** 4  
**CREDITS:** 20  
  
**JACS CODE:** N212

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### **AIM(S)**

- To demonstrate theoretical and practical awareness of creativity and innovation for both individual and organisational contexts.
- To enable the student to recognise opportunities and select appropriate innovative and entrepreneurial processes in new and existing organisations

### **LEARNING OUTCOMES**

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

- Recognise the role of creativity and innovation in responding to global challenges.
- Apply the skills they have learned to develop new and alternative solutions to identified problems and/or scenarios.

### **INDICATIVE CONTENT**

- Definitions of entrepreneurship, innovation and creativity.
- Business Models
- Impact of technology
- Global and social innovation
- Sustainability-led innovation
- Developing entrepreneurial and creative traits.
- The drivers for innovation, creativity and entrepreneurship.
- The determinants of organisational innovation and organisation creativity, and intrapreneurship.
- Strategies for idea generation and development.
- Assessing and selecting feasible business concepts, including stages of new product development.
- Intellectual Property issues

### **LEARNING AND TEACHING STRATEGY**

A student-centred framework will be employed that inspires curiosity and develops individual's aspirations and concepts. Conceptual and theoretical issues will underpin the approach – delivered via workshops, seminars and relevant guest speakers. Reflection and analysis will be key features of this module. 'Entrepreneurs' will provide masterclasses in order to support the experiential learning methodology.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment | Volume                            | Weighting |
|--------------------|-----------------------------------|-----------|
| Group video        | 2 minutes per member of the group | 25%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                     | Volume                                  | Weighting |
|----------------------------------------|-----------------------------------------|-----------|
| Presentation with supporting materials | 5 minutes plus no more than 1,500 words | 75%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written Exam  |             |
| Coursework    |             |
| Practical     | 100%        |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

| Module Code    | <b>BMBM4001</b>                                                                                                                                          |                          |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Module Title   | <b>Entrepreneurial Innovation</b>                                                                                                                        |                          |
| Classification | Reading List entry                                                                                                                                       | Electronic*              |
| Essential      | Osterwalder, A. and Pigneur, Y., 2010. <i>Business model generation: a handbook for visionaries, game changers, and challengers</i> . John Wiley & Sons. | <input type="checkbox"/> |
| Essential      | Zimmerer, T.W. & Scarborough, N.M. (2017) <i>Essentials of Entrepreneurship</i> , 6 <sup>th</sup> Ed., Prentice Hall: New Jersey                         | <input type="checkbox"/> |
| Further        | Barringer, B. R. & Ireland, R.D. (2012) <i>Entrepreneurship: Successfully Launching New Ventures</i> , Ed., Prentice Hall: New Jersey                    | <input type="checkbox"/> |
| Further        | Bessant, J. and Tidd, J. (2015) <i>Innovation and entrepreneurship</i> . 3rd edition. Chichester, John Wiley & Sons.                                     | <input type="checkbox"/> |
| Further        | Burns, P. (2010) <i>Entrepreneurship and Small Business</i> , Ed., Palgrave Macmillan: Basingstoke                                                       | <input type="checkbox"/> |

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

**MODULE CODE:** BMBM4002  
**TITLE:** Events and Festivals in Context  
**DATED:** 203/07/2019

**LEVEL:** 4  
**CREDITS:** 20

**JACS CODE:** N820

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### **AIM(S)**

- To develop the students' appreciation of the structure and functions of the contemporary events and festivals sectors. The module focuses on the multi-faceted organisations and suppliers which compose the sectors and the range of public, private and voluntary sector objectives. A diverse range of events and festivals are considered which will provide the student with an understanding of consumer engages with events and festivals and how the sectors have evolved in recent years to incorporate personal, community and commercial objectives.

### **LEARNING OUTCOMES**

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

- Define the scale and types of events and festivals and the purposes they serve in order to appreciate the structure of the events industry and how/why events can achieve objectives for public, voluntary and commercial sector organisations
- Demonstrate an appreciation for the demand for events and festivals and factors that shape participation levels

### **INDICATIVE CONTENT**

- Definitions, typologies and concepts: event management definitions of scale and type of events, e.g. personal events, mega events, MICE, festivals and sport events.
- Historical developments and contemporary approaches to the industry
- Suppliers and organisations involved in the delivery of events, including the roles of the public, private and voluntary sectors
- Motivation, demand, leisure needs and participation:- Maslow's needs hierarchy, event motives, provision and access, motivators and barriers- perceptions, demographic factors, personal factors, leisure and lifecycle, marketing, media power, trends and created needs.
- Consumer satisfaction – factors effecting satisfaction levels and methods of evaluation
- Access to events and festivals for all abilities and disabilities
- The events environment – an introduction to the influence and impact of political, environmental, social and technological factors on the development of the industry

### **LEARNING AND TEACHING STRATEGY**

Students will become familiar with concepts, principles and practices relating to the topic via workshops, seminars and relevant guest speakers. The teaching strategy within these sessions will include group discussion, the analysis of case studies (both paper based and video) documentary clips and other media. Within this introductory module time will be given to help students understand the context of events and festivals.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume      | Weighting |
|--------------------|-------------|-----------|
| Report/Essay       | 2,000 words | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Presentation       | 15 minutes | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50          |
| Practical     | 50          |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                                                   |                          |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>Module Code</b>    | <b>BMBM4002</b>                                                                                                                                                   |                          |
| <b>Module Title</b>   | <b>Events and Festivals in Context</b>                                                                                                                            |                          |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                         | <b>Electronic*</b>       |
| Essential             | Allen J., O'Toole W., McDonnell I. & Harris R., (2011) Festival and special event management, 5 <sup>th</sup> Edition., John Wiley & Sons: Sydney                 |                          |
| Essential             | Getz, D. (2005) Event Management and Event Tourism 2 <sup>nd</sup> Edition Congnizant: Sydney                                                                     | <input type="checkbox"/> |
| Essential             | Shone, A. and Parry, B., (2013). Successful Event Management: A Practical Handbook. 4 <sup>th</sup> Edition. Thomson: London                                      | <input type="checkbox"/> |
| Further               | Bladen C. et al (2017) Events Management: An Introduction. Second Edition. Routledge: Oxford                                                                      | <input type="checkbox"/> |
| Further               | Bill, K (ed) (2008). Sport Management, Exeter: Learning matters.                                                                                                  | <input type="checkbox"/> |
| Further               | Conway, D.G. (2009) The event manager's bible: the complete guide to planning and organising a voluntary or public event 3 <sup>rd</sup> ed. How to Books, London | <input type="checkbox"/> |
| Further               | Fenich, G. (2014) Meetings, Exhibitions, Events and Conventions. Pearson, London                                                                                  | <input type="checkbox"/> |
| Further               | Loveless, C., Daniels, M., (2014) Wedding Planning and Management: Consultancy for Diverse Clients 2 <sup>nd</sup> Ed. Routledge, London                          | <input type="checkbox"/> |
| Further               | Mallen, C. & Adams, L. (2008) Sport, recreation and tourism event management: theoretical and practical dimensions. Oxford: Butterworth-Heinemann.                | <input type="checkbox"/> |
| Further               | Torkildsen, G. (2011) Leisure and Recreation Management, 6 <sup>th</sup> Ed. London: Routledge                                                                    |                          |

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

**MODULE CODE:** BMBM4003  
**TITLE:** Finance for Business  
**DATED:** 03/07/2019

**LEVEL:** 4  
**CREDITS:** 20

**JACS CODE:** N300

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### **AIM(S)**

- To enable the student to gain a broad understanding of the concepts, techniques and methods of modern cost accounting and the role it plays in business organisations
- To enable the student to gain an understanding of the significance and use of financial information in business and to provide the student with an understanding of the basic principles of accounting.

### **LEARNING OUTCOMES**

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

- Explain the nature, behaviour and purpose of cost accounting and apply cost accounting concepts, techniques and methods to business transactions.
- Review the basic principles of accounting including use of appropriate software.
- Prepare financial statements from initial data, dealing with both routine and non-routine transactions and analyse financial statements with confidence

### **INDICATIVE CONTENT**

- Accounting as a means of communication.
- Fundamental concepts of accounting.
- Accounting information systems.
- Introduction to double entry bookkeeping and the trial balance.
- The main financial statements – balance sheet, profit and loss account.
- Accounting for VAT, stocks, depreciation, disposals of fixed assets, accruals and prepayments.
- The nature and purpose of cost accounting. Cost centres and cost units. Relationship between cost accounting and financial accounting.
- Cost classification, behaviour and purpose. Elements of production and non-production costs. Nature of costs, fixed and variable, direct and indirect.
- Cost accounting techniques. Accounting for materials, labour and overheads. Marginal and absorption costing. The concept of contribution. Breakeven point, margin of safety. Inventory valuation and profit determination.

### **LEARNING AND TEACHING STRATEGY**

Workshops will introduce the students to the concepts, principles and practices of accounting. A variety of case-studies and problems will be the medium by which students will be introduced to practical examples which will be used to support the application, discussion, analysis and critical evaluation of theories, models and techniques learned.

Selected readings, examples and digital resources will further support learning to ensure a firm underpinning of knowledge and provide additional opportunities for reflection and collaborative construction of understanding of shared experiences and concepts.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – TIME CONSTRAINED ASSESSMENT 50%

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment          | Volume  | Weighting |
|-----------------------------|---------|-----------|
| Time constrained assessment | 2 hours | 50%       |

### Assessment Component 2 – EXAM 50%

☒ Written exam      ☐ Coursework      ☐ Practical

| Mode of assessment | Volume  | Weighting |
|--------------------|---------|-----------|
| Exam               | 2 hours | 50%       |

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

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50%         |
| Coursework    | 50%         |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                         |                                     |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMBM4003</b>                                                                                                         |                                     |
| <b>Module Title</b>   | <b>Finance for Business</b>                                                                                             |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                               | <b>Electronic*</b>                  |
| Essential             | Arnold J and Hope T (1996) (3rd Ed) Accounting for Management Decisions, New Jersey: PHI Englewood Cliffs               | <input checked="" type="checkbox"/> |
| Essential             | Drury J (1998) (4th Ed) Costing: An Introduction, London: Chapman Hall                                                  | <input type="checkbox"/>            |
| Essential             | Dyson J R (2017) (9 <sup>th</sup> Ed) Accounting for Non Accounting Students, London: FT Pitman Publications            | <input type="checkbox"/>            |
| Essential             | Lucey T (2008) (7th Ed) Costing, London: D P Publications                                                               | <input type="checkbox"/>            |
| Essential             | Wood, F (2015) (1th Ed) Frank Wood's Business Accounting 1, London: FT Pitman Publications                              | <input type="checkbox"/>            |
| Further               | Bromwich M and Bhimani A (1994) (2nd Ed) Management accounting, Pathways to Progress, London: CIMA                      | <input type="checkbox"/>            |
| Further               | Cox D (2012) (4 <sup>th</sup> Ed) Business Accounts, London: Osborne Books                                              | <input type="checkbox"/>            |
| Further               | Garbutt Prof D (1992) Making Budgets Work: The Control and Use of the Budgetary Control Process, London: CIMA           | <input type="checkbox"/>            |
| Further               | Glynn J et al (2009) (4th Ed) Accounting for Managers, London: Thomson Business Press                                   | <input type="checkbox"/>            |
| Further               | Horngren C T and Forster G (2014) (15th Ed) Cost Accounting, a managerial emphasis, London: Prentice Hall International | <input type="checkbox"/>            |
| Further               | Pizzey A V (1989) (3rd Ed) Cost and Management Accounting, London: Paul Chapman Publishing                              | <input type="checkbox"/>            |
| Further               | Sizer J (1989) (3rd Ed) An Insight into Management Accounting, Harmondsworth: Pelican                                   | <input type="checkbox"/>            |
| Further               | Ward AM and Thomas A (2015) (8 <sup>th</sup> Ed) Introduction to Financial Accounting Mc Graw Hill Higher Education     | <input type="checkbox"/>            |
| Further               | Weetman P. (2015) (7 <sup>th</sup> Edition) Financial Accounting: An Introduction, Pearson                              | <input type="checkbox"/>            |
| Journal               | Accountancy                                                                                                             | <input type="checkbox"/>            |
| Journal               | Accountancy Age                                                                                                         | <input type="checkbox"/>            |
| Journal               | The Financial Times                                                                                                     | <input type="checkbox"/>            |
| Website               | <a href="http://www.frc.org.uk/">http://www.frc.org.uk/</a>                                                             | <input checked="" type="checkbox"/> |
| Website               | <a href="http://www.ifrs.org">http://www.ifrs.org</a>                                                                   | <input checked="" type="checkbox"/> |

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

**MODULE CODE:** BMBM4004  
**TITLE:** Introduction to the Digital Workplace  
**DATED:** 03/07/2019  
  
**LEVEL:** 4  
**CREDITS:** 20  
  
**JACS CODE:** N212

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### **AIM(S)**

- To explore the growth in technological capabilities and increasing digitization of the workplace.
- To develop the necessary skills required of the modern digital worker, including becoming more connected, flexible and mobile.

### **LEARNING OUTCOMES**

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

- Evaluate the appropriate use of contemporary technologies to improve workplace efficiency.
- Explore the challenges associated with the continual development of digital technologies.
- Identify the digital tools that support Continuous Professional Development and improve employability.

### **INDICATIVE CONTENT**

- Development of digital technologies in the workplace including enterprise social networking and collaboration tools.
- Web-based and mobile applications within the workplace
- Legal, ethical and security issues, including the ethical implications of gathering information within the context of General Data Protection Regulation (GDPR)
- Sources of information to solve workplace problems
- Technologies and systems used for workplace efficiency
- The nature and context of systems used in a variety of sectors and industries.
- Digital tools for learning and continuous professional development
- Cloud based content collaboration systems
- Workplace automation
- An introduction to Artificial Intelligence (AI)
- Mobile and agile working
- Digital etiquette

### **LEARNING AND TEACHING STRATEGY**

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

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume                             | Weighting |
|--------------------|------------------------------------|-----------|
| Portfolio          | 6 Elements (3000 words equivalent) | e.g. 100% |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

| Module Code    | BMBM4004                                                                                                                                                                                             |                                     |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Introduction to the Digital Workplace                                                                                                                                                                |                                     |
| Classification | Reading List entry                                                                                                                                                                                   | Electronic*                         |
| Essential      | Bernal, J (2010) <i>Web 2.0 and Social Networking for the Enterprise</i> , IBM Publishing, London                                                                                                    | <input checked="" type="checkbox"/> |
| Essential      | Turban E; Volonino L and Wood G.R (2015) <i>Information Technology for Management: Digital Strategies for Insight, Action, and Sustainable Performance</i> . 10 <sup>th</sup> Edition. Wiley. London | <input checked="" type="checkbox"/> |
| Further        | De Guise P (2017) <i>Data Protection</i> . London. Taylor and Francis.                                                                                                                               | <input checked="" type="checkbox"/> |
| Website        | <a href="http://www.accaglobal.com">www.accaglobal.com</a>                                                                                                                                           | <input checked="" type="checkbox"/> |
| Website        | <a href="http://www.cim.co.uk">www.cim.co.uk</a>                                                                                                                                                     | <input checked="" type="checkbox"/> |
| Website        | <a href="http://www.cipd.co.uk">www.cipd.co.uk</a>                                                                                                                                                   | <input checked="" type="checkbox"/> |
| Website        | Centre for learning and Performance Technologies<br><a href="http://www.c4lpt.co.uk">www.c4lpt.co.uk</a>                                                                                             | <input checked="" type="checkbox"/> |

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

**MODULE CODE:** BMBM4005  
**TITLE:** Marketing Fundamentals  
**DATED:** 03/07/2019  
  
**LEVEL:** 4  
**CREDITS:** 20  
  
**JACS CODE:** N500

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### **AIM(S)**

- To explore the current activities and trends in marketing.
- To encourage students to investigate the range of possibilities and future opportunities in this field.

### **LEARNING OUTCOMES**

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

- Evaluate the role and function of marketing in driving success and delivering results.
- Identify factors and trends in the marketing environment and how they affect marketing planning.
- Identify the elements of the marketing mix and apply them to satisfy customer needs.

### **INDICATIVE CONTENT**

- The Marketing Concept
- Marketing Past, Present and Future
- Customers and other stakeholders
- Marketing Strategy and Planning
- Macro and Micro Environment
- Marketing information and research
- Segmentation, targeting and positioning
- Branding
- The Marketing Mix and 7 P's

### **LEARNING AND TEACHING STRATEGY**

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

Teaching sessions will be interactive and will involve students in practical exercises and discussions.

This will be further supported with online activities and exercises, that will develop wider understanding and provide extension activities to “stretch and challenge” students in their learning.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

*(Tick one)*

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                                                                                                                                                                                     | Volume     | Weighting |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| Students will be asked to develop a tactical communication using one of a range of platforms such as a blog, poster, or social media campaign on a given theme, with a focus on marketing in practice. | 2000 Words | e.g. 50%  |

### Assessment Component 2

*(Tick one)*

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Essay              | 2500 Words | e.g. 50%  |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                          |                                     |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMBM4005</b>                                                                                                                          |                                     |
| <b>Module Title</b>   | <b>Marketing Fundamentals</b>                                                                                                            |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                | <b>Electronic*</b>                  |
| Essential             | Blythe, J. and Martin, J. (2016) <i>Essentials of marketing</i> . 6 <sup>th</sup> edition. Harlow, Prentice Hall.                        | <input type="checkbox"/>            |
| Essential             | Jobber, D. and Ellis-Chadwick, F. (2016) <i>Principles and practice of marketing</i> . 8 <sup>th</sup> edition. Maidenhead, McGraw-Hill. | <input type="checkbox"/>            |
| Essential             | Kotler, P., Armstrong, G. (2018) <i>Principles of marketing</i> . 17 <sup>th</sup> global edition. Harlow, Pearson.                      | <input type="checkbox"/>            |
| Further               | Baines, P. and Fill, C. (2014) <i>Marketing</i> . 3 <sup>rd</sup> edition. Oxford, OUP.                                                  | <input type="checkbox"/>            |
| Further               | Brassington, F. and Pettitt, S. (2012) <i>Essentials of marketing</i> . 3 <sup>rd</sup> edition. Harlow, Pearson.                        | <input type="checkbox"/>            |
| Further               | European Journal of Marketing                                                                                                            | <input type="checkbox"/>            |
| Further               | Harvard Business Review                                                                                                                  | <input type="checkbox"/>            |
| Further               | Journal of Marketing                                                                                                                     | <input type="checkbox"/>            |
| Further               | <a href="http://www.campaignlive.co.uk">www.campaignlive.co.uk</a>                                                                       | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.digitalmarketingmagazine.co.uk">www.digitalmarketingmagazine.co.uk</a>                                               | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.marketingweek.com">www.marketingweek.com</a>                                                                         | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.utalkmarketing.com">www.utalkmarketing.com</a>                                                                       | <input checked="" type="checkbox"/> |

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

**COD Y MODWL:** BMBM4005C  
**TEITL:** Hanfodion Marchnata  
**DYDDIAD:** 03/07/2019

**LEFEL:** 4  
**CREDYDAU:** 20

**COD JACS:** N500

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### **AMCAN(ION)**

- Archwilio'r gweithgareddau a'r tueddiadau cyfredol o fewn marchnata.
- Annog myfyrwyr i ymchwilio i'r amrywiaeth o bosibiliadau a chyfleoedd yn y maes hwn ar gyfer y dyfodol.

### **DEILLIANNAU DYSGU**

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Gwerthuso rôl a swyddogaeth marchnata o ran gyrru llwyddiant a chyflawni canlyniadau.
- Nodi ffactorau a thueddiadau yn yr amgylchedd marchnata a sut maent yn effeithio ar gynllunio marchnata.
- Nodi elfennau'r cymysgedd marchnata a'u cymhwyso i fodloni anghenion cwsmeriaid.

### **CYNNWYS DANGOSOL**

- Y Cysyniad Marchnata
- Marchnata Ddoe, Heddiw ac Yfory
- Cwsmeriaid a rhanddeiliaid eraill
- Strategaeth a Chynllunio Marchnata
- Y Macro-amgylchedd a'r Micro-amgylchedd
- Gwybodaeth marchnata ac ymchwil
- Segmentu, targedu a chymryd safle
- Brandio
- Y Cymysgedd Marchnata a'r 7 P

### **STRATEGAETH DYSGU AC ADDYSGU**

Daw myfyrwyr yn gyfarwydd â chysyniadau, egwyddorion ac arferion sy'n ymwneud â'r pwnc trwy weithdai, seminarau a siaradwyr gwadd perthnasol. Bydd y strategaeth addysgu o fewn y sesiynau hyn yn cynnwys trafodaeth grŵp, dadansoddi astudiaethau achos (ar bapur ac ar fideo), clipiau o raglenni dogfen a chyfryngau eraill. Neilltuir amser i helpu myfyrwyr i ddeall yr anawsterau o ran cymhwyso damcaniaethau a chysyniadau marchnata i sefyllfaoedd busnes go iawn.

Bydd y sesiynau addysgu yn rhyngweithiol ac yn cael y myfyrwyr i gymryd rhan mewn ymarferion ymarferol a thrafodaethau.

Ategir hyn ymhellach gan weithgareddau ac ymarferion ar-lein a fydd yn datblygu dealltwriaeth ehangach ac yn darparu gweithgareddau estyn i "ymestyn a herio" myfyrwyr o ran eu dysgu.

Mae'r amser astudio ar gyfer y modwl wedi ei rannu yn y modd hwn:

| Math o weithgaredd   | Oriau      | Canran      |
|----------------------|------------|-------------|
| Dysgu ar yr amserlen | 48         | 24%         |
| Dysgu annibynnol     | 152        | 76%         |
| Dysgu drwy leoliadau | 0          | 0           |
| <b>CYFANSWM</b>      | <b>200</b> | <b>100%</b> |

## ASESU

### Elfen Asesu 1

(Ticiwch un)

- ☐ Arholiad ysgrifenedig
 ☐ Gwaith cwrs
 ☒ Ymarferol

| Dull Asesu                                                                                                                                                                                                                | Maint         | Pwysiad  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------|
| Bydd gofyn i fyfyrwyr ddatblygu dull cyfathrebu tactegol, gan ddefnyddio un o amrywiaeth o lwyfannau megis blog, poster, neu ymgyrch ar y cyfryngau cymdeithasol, ar thema benodol, gyda ffocws ar farchnata'n ymarferol. | 2000 o eiriau | e.e. 50% |

### Elfen Asesu 2

(Ticiwch un)

- ☐ Arholiad ysgrifenedig
 ☒ Gwaith cwrs
 ☐ Ymarferol

| Dull Asesu | Maint         | Pwysiad  |
|------------|---------------|----------|
| Traethawd  | 2500 o eiriau | e.e. 50% |

### Crynodeb o'r Asesiad

| Math o weithgaredd    | Canran      |
|-----------------------|-------------|
| Arholiad ysgrifenedig |             |
| Gwaith cwrs           | 50%         |
| Ymarferol             | 50%         |
| <b>CYFANSWM</b>       | <b>100%</b> |

## RHESTR DDARLLEN

| Cod y Modwl | BMBM4005C                                                                                                                                |                                     |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Teitl Modwl | Hanfodion Marchnata                                                                                                                      |                                     |
| Categori    | Eitemau'r Rhestr Ddarllen                                                                                                                | Electronig*                         |
| Hanfodol    | Blythe, J. and Martin, J. (2016) <i>Essentials of marketing</i> . 6 <sup>th</sup> edition. Harlow, Prentice Hall.                        | <input type="checkbox"/>            |
| Hanfodol    | Jobber, D. and Ellis-Chadwick, F. (2016) <i>Principles and practice of marketing</i> . 8 <sup>th</sup> edition. Maidenhead, McGraw-Hill. | <input type="checkbox"/>            |
| Hanfodol    | Kotler, P., Armstrong, G. (2018) <i>Principles of marketing</i> . 17 <sup>th</sup> global edition. Harlow, Pearson.                      | <input type="checkbox"/>            |
| Pellach     | Baines, P. and Fill, C. (2014) <i>Marketing</i> . 3 <sup>rd</sup> edition. Oxford, OUP.                                                  | <input type="checkbox"/>            |
| Pellach     | Brassington, F. and Pettitt, S. (2012) <i>Essentials of marketing</i> . 3 <sup>rd</sup> edition. Harlow, Pearson.                        | <input type="checkbox"/>            |
| Pellach     | European Journal of Marketing                                                                                                            | <input type="checkbox"/>            |
| Pellach     | Harvard Business Review                                                                                                                  | <input type="checkbox"/>            |
| Pellach     | Journal of Marketing                                                                                                                     | <input type="checkbox"/>            |
| Pellach     | <a href="http://www.campaignlive.co.uk">www.campaignlive.co.uk</a>                                                                       | <input checked="" type="checkbox"/> |
| Pellach     | <a href="http://www.digitalmarketingmagazine.co.uk">www.digitalmarketingmagazine.co.uk</a>                                               | <input checked="" type="checkbox"/> |
| Pellach     | <a href="http://www.marketingweek.com">www.marketingweek.com</a>                                                                         | <input checked="" type="checkbox"/> |
| Pellach     | <a href="http://www.utalkmarketing.com">www.utalkmarketing.com</a>                                                                       | <input checked="" type="checkbox"/> |

Yn ogystal caiff myfyrwyr eu cyfeirio i ddefnyddio cronfeydd data academiaidd megis Business Source Complete a Marketline.

**MODULE CODE:** BMBM4006  
**TITLE:** People and Organisations  
**DATED:** 03/07/2019

**LEVEL:** 4  
**CREDITS:** 20

**JACS CODE:** N600

---

### **AIM(S)**

To develop knowledge and understanding of how organisational performance influences sustainability and competitive advantage, through better understanding of human behaviour and the effective engagement of people

### **LEARNING OUTCOMES**

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

- Coherently analyse the relationship between structure, culture, people and organisational performance.
- Identify and understand ways in which organisations can encourage cooperative, collaborative and creative ways of working with a variety of stakeholder groups.
- Evaluate different approaches to engaging employees, through understanding of the factors that affect differences in behaviour of individuals and group.

### **INDICATIVE CONTENT**

- An assessment of the general principles of organisation design, structure and culture and how these impact competitive edge.
- Psychological theories and explanatory frameworks of individual behaviour, relating to:
  - Personality
  - Perception
  - Motivation
  - Emotional intelligence
- A focus on working collaboratively, both internally and with external stakeholders, across a range of cultures.
- An understanding of work groups and teams.
- Demonstrate how organisations can behave responsibly and ethically in relation to social, cultural, economic and environmental issues.
- Establish how leadership and management impacts on engagement of employees, with a focus on leadership behaviours required to be effective in volatile, uncertain, complex and ambiguous business environments.

### **LEARNING AND TEACHING STRATEGY**

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

During tutorials students will undertake group activities which allow them to apply theoretical knowledge to practical situations and problems. Personal awareness exercises will provide insight into personal attributes and levels of emotional intelligence, whilst skills exercises will support the development of key workplace attributes such as communication, self-management and self-reflection.

Students will also conduct desktop research and peer teaching activities within tutorial sessions encouraging them to articulate and effectively explain information.

To develop skills for creative and collaborative working students will work on a business project, involving such things as designing/developing product, taking product to market, working with local businesses to develop marketing plans and designing marketing materials. These projects will be supported via team teaching sessions across a number of level 4 modules.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume      | Weighting |
|--------------------|-------------|-----------|
| Essay              | 2,000 words | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                           | Volume                                                        | Weighting |
|----------------------------------------------|---------------------------------------------------------------|-----------|
| Group Presentation with supporting materials | 3 minutes per person plus no more than 1,000 words per person | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                                                                      |                                     |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMBM4006</b>                                                                                                                                                                      |                                     |
| <b>Module Title</b>   | <b>People and Organisations</b>                                                                                                                                                      |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                                            | <b>Electronic*</b>                  |
| Essential             | Mullins, L. J. (2016). Management and Organisational Behaviour. Harlow: Pearson Education Limited.                                                                                   | <input checked="" type="checkbox"/> |
| Essential             | Harvard Business Review                                                                                                                                                              | <input checked="" type="checkbox"/> |
| Essential             | Journal of Organisational Behaviour                                                                                                                                                  | <input checked="" type="checkbox"/> |
| Essential             | www.ted.com                                                                                                                                                                          | <input checked="" type="checkbox"/> |
| Further               | Armstrong, M. (2016). Armstrong's Handbook of Management and Leadership for HR: developing effective people skills for better leadership and management (4 ed.). London: Kogan Page. | <input type="checkbox"/>            |
| Further               | Buchanan, D. A., & Huczynski, A. A. (2013). Organisational Behaviour (8 ed.). Harlow: Pearson Higher Ed.                                                                             | <input type="checkbox"/>            |
| Further               | Franz, T. M. (2012). Group Dynamics and Team Interventions: understanding and improving team performance. Oxford: Wiley-Blackwell.                                                   | <input type="checkbox"/>            |
| Further               | French, R. (2015). Cross-cultural Management in Work Organisations (3 ed.). London: Chartered Institute of Personnel and Development.                                                | <input type="checkbox"/>            |
| Further               | Grey, C. (2012). A very short, fairly interesting and reasonably cheap book about studying organizations (3 ed.). London: Sage.                                                      | <input type="checkbox"/>            |
| Further               | Moran, R. T., Abramson, N. R., & Moran, S. V. (2014). Managing Cultural Differences (9 ed.). Abingdon: Routledge.                                                                    | <input type="checkbox"/>            |
| Further               | Rees, W. D., & Porter, C. (2015). Skills of Management and Leadership: Managing People in Organisations. London: Palgrave.                                                           | <input type="checkbox"/>            |
| Further               | Robbins, S. P. (2015). Organizational Behaviour (16 ed.). Boston: Pearson.                                                                                                           | <input type="checkbox"/>            |
| Further               | <a href="http://www.cipd.co.uk/hr-resources">www.cipd.co.uk/hr-resources</a>                                                                                                         | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.managers.org.uk">www.managers.org.uk</a>                                                                                                                         | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.bbc.co.uk/news/business">www.bbc.co.uk/news/business</a>                                                                                                         | <input checked="" type="checkbox"/> |
| Further               | <a href="http://www.bestcompanies.co.uk">www.bestcompanies.co.uk</a>                                                                                                                 | <input checked="" type="checkbox"/> |
| Further               | The Economist                                                                                                                                                                        | <input checked="" type="checkbox"/> |

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

**MODULE CODE:** BMBM4007  
**TITLE:** Project Management and Professional Development  
**DATED:** 26/04/2018  
  
**LEVEL:** 4  
**CREDITS:** 20  
  
**JACS CODE:** N213

---

### **AIM(S)**

- To provide students with an opportunity to develop essential and transferable professional skills that will enhance their employability and aid in the adoption of a lifelong approach to continual professional development
- To allow students to engage in live project work in a realistic work environment. This will give students an opportunity to develop their understanding of effective Project Management methods in a real world setting, with a view to enhancing their employability skills within the project management discipline, as well as developing transferable professional skills for general business management.

### **LEARNING OUTCOMES**

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

- Understand how to comprehensively audit their current professional skills and abilities.
- Identify where, how and when learning happens in order to inform and enhance continual professional development.
- Apply the concepts and principles of project management to a real world scenario and, in doing so, be able to make a successful contribution to any project environment.

### **INDICATIVE CONTENT**

- Identifying and understanding professional skills e.g. self-evaluation, skills needed for employment
- Building a Personal Development Plan, including personal aims and objectives.
- Essential transferable skills (presentation skills, multi medium communication, team work, critical thinking etc)
- Career Management (CV writing, interview skills, responding to job advertisements)
- Networking, influencing and negotiation
- Self-Awareness and Self-Management
- Project Management tools and techniques
- Resource Management
- Vocabulary of Project Management (Kick off meeting, scope statements, milestones etc.)
- People management and team dynamic
- Documenting lessons learned

### **LEARNING AND TEACHING STRATEGY**

The module is designed to allow students an opportunity to engage in a real world project in order to enhance their professional skill set, as well put well established Project Management

principles into action. Given the practical and real world nature of this module, a mixed approach to teaching and learning will be adopted.

Workshops and seminars will be utilised to provide a grounding in the core principles of the module. This will be augmented with facilitated learning sessions that will allow students an opportunity to apply these principles practically, as well as allowing students to engage in more detailed group and individual discussion and take part in an interactive learning experience. As there is a significant amount of independent learning as part of this module, there will also time dedicated to guided learning / mentoring on a one to one basis

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 30         | 15%         |
| Independent learning | 140        | 70%         |
| Placement learning   | 30         | 15%         |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 (Tick one)

☐ Written exam                      ☐ Coursework                      ☒ Practical

| Mode of assessment                     | Volume                                                | Weighting |
|----------------------------------------|-------------------------------------------------------|-----------|
| Presentation with supporting materials | 10 minutes plus no more than 2000 words or equivalent | 100%      |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    |             |
| Practical     | 100%        |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                                                             |                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMBM4007</b>                                                                                                                                                             |                                     |
| <b>Module Title</b>   | <b>Project Management and Professional Development</b>                                                                                                                      |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                                   | <b>Electronic*</b>                  |
| Essential             | Kerzner, H., 2009. Project Management A Systems Approach to Planning, Scheduling, and Controlling 10th ed., Chichester: Wiley.                                              | <input checked="" type="checkbox"/> |
| Essential             | Project Management Institute, 2013. A guide to the project management body of knowledge (PMBOK® guide). Fifth., Newtown Square, Pennsylvania: Project Management Institute. | <input checked="" type="checkbox"/> |
| Essential             | Friedman, A.L., 2012. Continuing professional development, London: Routledge.                                                                                               | <input type="checkbox"/>            |
| Further               | Berkun, S., 2008. Making Things Happen Mastering Project Management, Sebastopol: O'Reilly Media.                                                                            | <input type="checkbox"/>            |
| Further               | Great Britain. Office of Government Commerce, 2009. Directing successful projects with PRINCE2., London: TSO.                                                               | <input type="checkbox"/>            |
| Further               | Taylor, S. & Woodhams, C., 2013. Studying human resource management 2nd ed., London: CIPD.                                                                                  | <input type="checkbox"/>            |
| Further               | Horn, R., 2009. The business skills handbook, London: Chartered Institute of Personnel and Development.                                                                     | <input type="checkbox"/>            |
| Further               | Routledge, C. and Carmichael, J., 2007. Personal development and management skills. Chartered Institute of Personnel and Development.                                       | <input type="checkbox"/>            |
| Further               | Buckingham, Clifton & Clifton, Donald O, 2005. Now, discover your strengths: how to develop your talents and those of the people you manage, London: Pocket.                | <input type="checkbox"/>            |
| Further               | Project Management Journal                                                                                                                                                  | <input checked="" type="checkbox"/> |
| Further               | International Journal of Project Management                                                                                                                                 | <input checked="" type="checkbox"/> |

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

**COD Y MODWL:** BMBM4007C  
**TEITL:** Rheoli Prosiectau a Datblygiad Proffesiynol  
**DYDDIAD:** 26/04/2018

**LEFEL:** 4  
**CREDYDAU:** 20

**COD JACS:** N213

---

### **AMCAN(ION)**

- Rhoi cyfle i fyfyrwyr ddatblygu sgiliau proffesiynol hanfodol a throsglwyddadwy a fydd yn cyfoethogi eu cyflogadwyedd ac yn eu cynorthwyo wrth ddilyn ymagwedd gydol oes at ddatblygiad proffesiynol parhaus.
- Caniatáu i fyfyrwyr ymgymryd â gwaith prosiect byw mewn amgylchedd gwaith realistig. Bydd hyn yn rhoi cyfle i fyfyrwyr ddatblygu eu dealltwriaeth o ddulliau effeithiol o Reoli Prosiectau mewn lleoliad yn y byd go iawn, gyda'r bwriad o gyfoethogi eu sgiliau cyflogadwyedd o fewn y ddisgyblaeth rheoli prosiectau, yn ogystal â datblygu sgiliau proffesiynol trosglwyddadwy ar gyfer rheolaeth fusnes gyffredinol.

### **DEILLIANNAU DYSGU**

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Deall sut i archwilio'u sgiliau proffesiynol a'u galluoedd cyfredol mewn modd cynhwysfawr.
- Nodi ble, sut a phryd mae dysgu'n digwydd er mwyn llywio a chyfoethogi datblygiad proffesiynol parhaus.
- Cymhwyso cysyniadau ac egwyddorion rheoli prosiectau i senario byd go iawn a, thrwy wneud hynny, gallu gwneud cyfraniad llwyddiannus i unrhyw amgylchedd prosiect.

### **CYNNWYS DANGOSOL**

- Nodi a deall sgiliau proffesiynol e.e. hunanwerthuso, sgiliau sydd eu hangen ar gyfer cyflogaeth
- Llunio Cynllun Datblygiad Personol, gan gynnwys nodau ac amcanion personol.
- Sgiliau trosglwyddadwy hanfodol (sgiliau cyflwyno, cyfathrebu aml-gyfrwng, gwaith tîm, meddwl yn feirniadol ac ati)
- Rheoli Gyrfa (ysgrifennu CV, sgiliau cyfweld, ymateb i hysbysebion swyddi)
- Rhwydweithio, dylanwadu a chyd-drafod
- Hunan-ymwybyddiaeth a Hunan-reolaeth
- Offer a thechnegau Rheoli Prosiectau
- Rheoli adnoddau
- Geirfa Rheoli Prosiectau (cyfarfod cychwyn, datganiad cwmpas, cerrig milltir ac ati)
- Rheoli pobl a'r dynameg tîm
- Cofnodi'r gwersi a ddysgwyd

## STRATEGAETH DYSGU AC ADDYSGU

Lluniwyd y modwl i ganiatáu cyfle i fyfyrwyr ymgymryd â phrosiect yn y byd go iawn er mwyn cyfoethogi'u set sgiliau proffesiynol, yn ogystal â rhoi egwyddorion Rheoli Prosiectau sefydledig ar waith. Yn sgil natur ymarferol a real y modwl hwn, dilynir dull dysgu ac addysgu cymysg.

Defnyddir gweithdai a seminarau i roi sylfaen yn egwyddorion craidd y modwl. Ychwanegir at hyn drwy sesiynau dysgu a hwylusir a fydd yn caniatáu cyfle i fyfyrwyr gymhwyso'r egwyddorion hyn yn ymarferol. Yn ogystal byddant yn caniatáu i fyfyrwyr gyfrannu at drafodaeth fanylach mewn grŵp ac yn unigol a chymryd rhan mewn profiad dysgu rhyngweithiol. Gan fod cryn dipyn o ddysgu annibynnol o fewn y modwl hwn, neilltuir amser hefyd ar gyfer dysgu / mentora dan arweiniad ar sail unigol.

Mae'r amser astudio ar gyfer y modwl wedi ei rannu yn y modd hwn:

| Math o weithgaredd   | Oriau      | Canran      |
|----------------------|------------|-------------|
| Dysgu ar yr amserlen | 30         | 15%         |
| Dysgu annibynnol     | 140        | 70%         |
| Dysgu drwy leoliadau | 30         | 15%         |
| <b>CYFANSWM</b>      | <b>200</b> | <b>100%</b> |

## ASESU

### Elfen Aseu 1

(Ticiwch un)

☐ Arholiad ysgrifenedig ☐ Gwaith cwrs ☒ Ymarferol

| Dull Aseu                         | Maint                                            | Pwysiad |
|-----------------------------------|--------------------------------------------------|---------|
| Cyflwyniad gyda deunyddiau ategol | 10 munud a dim mwy na 2000 o eiriau neu gyfwerth | 100%    |

### Crynodeb o'r Aseiad

| Math o weithgaredd    | Canran      |
|-----------------------|-------------|
| Arholiad ysgrifenedig |             |
| Gwaith cwrs           |             |
| Ymarferol             | 100%        |
| <b>CYFANSWM</b>       | <b>100%</b> |

## RHESTR DDARLLEN

| Cod y Modwl | BMBM4007C                                                                                                                                                                   |                                     |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Teitl Modwl | Rheoli Prosiectau a Datblygiad Proffesiynol                                                                                                                                 |                                     |
| Categori    | Eitemau'r Rhestr Ddarllen                                                                                                                                                   | Electronig*                         |
| Hanfodol    | Kerzner, H., 2009. Project Management A Systems Approach to Planning, Scheduling, and Controlling 10th ed., Chichester: Wiley.                                              | <input checked="" type="checkbox"/> |
| Hanfodol    | Project Management Institute, 2013. A guide to the project management body of knowledge (PMBOK® guide). Fifth., Newtown Square, Pennsylvania: Project Management Institute. | <input checked="" type="checkbox"/> |
| Hanfodol    | Friedman, A.L., 2012. Continuing professional development, London: Routledge.                                                                                               | <input type="checkbox"/>            |
| Pellach     | Berkun, S., 2008. Making Things Happen Mastering Project Management, Sebastopol: O'Reilly Media.                                                                            | <input type="checkbox"/>            |
| Pellach     | Great Britain. Office of Government Commerce, 2009. Directing successful projects with PRINCE2., London: TSO.                                                               | <input type="checkbox"/>            |
| Pellach     | Taylor, S. & Woodhams, C., 2013. Studying human resource management 2nd ed., London: CIPD.                                                                                  | <input type="checkbox"/>            |
| Pellach     | Horn, R., 2009. The business skills handbook, London: Chartered Institute of Personnel and Development.                                                                     | <input type="checkbox"/>            |
| Pellach     | Routledge, C. and Carmichael, J., 2007. Personal development and management skills. Chartered Institute of Personnel and Development.                                       | <input type="checkbox"/>            |
| Pellach     | Buckingham, Clifton & Clifton, Donald O, 2005. Now, discover your strengths: how to develop your talents and those of the people you manage, London: Pocket.                | <input type="checkbox"/>            |
| Pellach     | Project Management Journal                                                                                                                                                  | <input checked="" type="checkbox"/> |
| Pellach     | International Journal of Project Management                                                                                                                                 | <input checked="" type="checkbox"/> |

Yn ogystal caiff myfyrwyr eu cyfeirio i ddefnyddio cronfeydd data academiaidd megis Business Source Complete a Marketline.

## **LEVEL 5**

**MODULE CODE:** BMBM5000  
**TITLE:** Accounting Software  
**DATED:** 03/07/2019  
  
**LEVEL:** 5  
**CREDITS:** 20  
  
**JACS CODE:** N400

---

### **AIM(S)**

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

### **LEARNING OUTCOMES**

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

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

### **INDICATIVE CONTENT**

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

### **LEARNING AND TEACHING STRATEGY**

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

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 50%

☐ Written exam      ☐ Coursework      ☒ Practical

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

### Assessment Component 2 – TIME CONSTRAINED ASSESSMENT 50%

☐ Written exam      ☐ Coursework      ☒ Practical

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

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    |             |
| Practical     | 100%        |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                                           |                          |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>Module Code</b>    | <b>BMBM5000</b>                                                                                                                                           |                          |
| <b>Module Title</b>   | <b>Accounting Software</b>                                                                                                                                |                          |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                 | <b>Electronic*</b>       |
| Essential             | Gilert G (2013) (1 <sup>st</sup> Ed) Sage Accounts 2013 in Easy Steps, In Easy Steps Ltd                                                                  | <input type="checkbox"/> |
| Essential             | PK MacBride (2014) (1 <sup>st</sup> Ed) Sage accounting in Simple Steps Pearson International                                                             | <input type="checkbox"/> |
| Essential             | Mantovani B (2016) Sage 50 Accounts 2016 in easy steps, In Easy Steps Limited                                                                             | <input type="checkbox"/> |
| Further               | Day A (2012) (3 <sup>rd</sup> Ed) Mastering Financial Modelling in Microsoft Excel: A Practitioner's Guide to Applied Corporate Finance, FT Prentice Hall | <input type="checkbox"/> |
| Further               | Drury J (2015) (9 <sup>th</sup> Ed) Management and Cost Accounting, Cengage Learning Ltd                                                                  | <input type="checkbox"/> |
| Further               | Kelly J (2016) (4th Ed) Sage Accounts 50 For Dummies John Wiley and Sons                                                                                  | <input type="checkbox"/> |
| Further               | Nugus S (20014) Financial Planning Using Excel: Forecasting, Planning and Budgeting Techniques, CIMA Publishing                                           | <input type="checkbox"/> |
| Further               | Swan J (20015) Practical Financial Modelling: A Guide to Current Practice 4th Edition, CIMA Publishing                                                    | <input type="checkbox"/> |
| Journal               | Accountancy                                                                                                                                               | <input type="checkbox"/> |
| Journal               | Accountancy Age                                                                                                                                           | <input type="checkbox"/> |
| Journal               | The Financial Times                                                                                                                                       | <input type="checkbox"/> |
| Website               | <a href="http://www.frc.org.uk">http://www.frc.org.uk</a>                                                                                                 | <input type="checkbox"/> |
| Website               | <a href="http://www.icaew.com">http://www.icaew.com</a>                                                                                                   | <input type="checkbox"/> |
| Website               | <a href="http://www.sage.co.uk">http://www.sage.co.uk</a>                                                                                                 | <input type="checkbox"/> |

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

**MODULE CODE:** BMBM5001  
**TITLE:** Business Research Project  
**DATED:** 26/04/2018

**LEVEL:** 5  
**CREDITS:** 40

**JACS CODE:** N200

---

### **AIM(S)**

- To be able to critically evaluate key techniques of quantitative and qualitative analysis.
- To provide basic research skills in support of both other modules taught on the business programme and research projects involving quantitative and qualitative analysis.

### **LEARNING OUTCOMES**

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

- Demonstrate knowledge and critical understanding of the well-established principles of evidence-based research.
- Evaluate the applicability of different methodologies within business research.
- To prepare students with the skills necessary to design and successfully complete a research project.

### **INDICATIVE CONTENT**

The module aims to develop students' research skills so as to endow them with competencies to design and conduct a feasible and consistent business research project. These will be achieved by developing students' skills to choose a compatible and feasible research methodology. In addition, this module introduces the fundamentals of quantitative and qualitative researches. The emphasis will be on encouraging and enabling students to develop their analytical and technical research skills. This will include the following areas:

- Information search: manual searching, search engines, journal databases
- Reading articles: how to read a research article
- Research: definitions and characteristics (research, quantitative, qualitative, mixed modal / method approaches)
- Key issues: validity (internal, external, face, construct, ecological), reliability (test / re-test reliability, inter-observer reliability), objectivity, trustworthiness, accuracy, precision
- Ethical and legal issues: British Association of Sport and Exercise Sciences (BASES) Code of Conduct; issues e.g. informed consent, confidentiality and data protection, competence
- Qualitative data and analysis collection techniques
- Referencing systems (Harvard)
- Transferable skills: personal effectiveness, communication, time management:
- Designing, executing and understanding the outcomes of research projects.

## LEARNING AND TEACHING STRATEGY

Students will become familiar with concepts, principles and practices relating to the topic via workshops, seminars and relevant guest speakers. The teaching strategy within these sessions will include group discussion, the analysis of case studies (both paper based and video) documentary clips and other media. Time will be given to help students understand the challenges of conducting research projects and key theoretical concepts related to research.

It is important that the research topic is of personal interest to learners and that learners possess or acquire an in-depth knowledge and understanding of the topic and related areas.

Although a major part of the delivery focuses on learners practically conducting their research investigation the module will be supported by theoretical input from the tutor. Learners must understand concepts related to the research proposal and design as well as research skills, techniques and methodologies before they can consider, explore and produce a valid research proposal.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25%         |
| Independent learning | 350        | 75%         |
| Placement learning   | N/A        | N/A         |
| <b>TOTAL</b>         | <b>400</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 (Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment                     | Volume      | Weighting |
|----------------------------------------|-------------|-----------|
| Research Plan for the Research Project | 2,000 words | 30%       |

### Assessment Component 2 (Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment               | Volume      | Weighting |
|----------------------------------|-------------|-----------|
| Business Research Project report | 6,000 words | 70%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                                                    |                          |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>Module Code</b>    | <b>BMBM5001</b>                                                                                                                                                    |                          |
| <b>Module Title</b>   | <b>Business Research Project</b>                                                                                                                                   |                          |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                          | <b>Electronic*</b>       |
| Essential             | Bryman, A. and Bell, E. (2015) Business Research Methods. Oxford OUP.                                                                                              | <input type="checkbox"/> |
| Essential             | Saunders, M., Lewis, P. and Thornhill, A. (2016) Research Methods for Business Students, 7th Edition, FT/Prentice Hall: Harlow.                                    | <input type="checkbox"/> |
| Further               | Bell, J. (2010) Doing Your Research Project: a guide for first time researchers in education, Open University Press: Maidenhead.                                   | <input type="checkbox"/> |
| Further               | Cottrell, S. (2011) Critical Thinking Skills: Developing Effective Analysis and Argument, 2nd Ed., Palgrave Study Guides, Palgrave Macmillan: Basingstoke.         | <input type="checkbox"/> |
| Further               | Denscombe, M. (2012) Research Proposals: A Practical Guide, Open University Press: Maidenhead.                                                                     | <input type="checkbox"/> |
| Further               | Duignan, J. (2014) Quantitative Methods for Business Research using Microsoft EXCEL. Cengage Learning.                                                             | <input type="checkbox"/> |
| Further               | Majchrzak, A. and Markus, M. L. (2014). <i>Methods for policy research: Taking socially responsible action</i> , 2 <sup>nd</sup> Edition. Thousand Oaks, CA: SAGE. | <input type="checkbox"/> |
| Further               | Robson, C (2011), Real World Research, 3rd Ed, John Wiley and Sons: Chichester.                                                                                    | <input type="checkbox"/> |
| Further               | Sherbaum, C. and Shockley, K. (2015) Analysing quantitative data for business and management students. Sage.                                                       | <input type="checkbox"/> |
| Further               | Silverman, D. (2016) Qualitative research, 4th edition. Sage Publications Ltd.                                                                                     | <input type="checkbox"/> |
| Further               | Wood, M. (2003) Making Sense of Statistics: A Non-mathematical Approach, Palgrave Study Guides, Palgrave Macmillan: Basingstoke                                    | <input type="checkbox"/> |
| Further               | Yin, R. K. (2014). <i>Case study research: Design and methods</i> (5th ed.). Thousand Oaks, CA: SAGE.                                                              | <input type="checkbox"/> |

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

**MODULE CODE:** BMBM5002  
**MODULE CODE:** M5X01822  
**TITLE:** Contract Law  
**DATED:** 03/07/2019

**LEVEL:** 5  
**CREDITS:** 20

**JACS CODE:** M222

---

### **AIM(S)**

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

### **LEARNING OUTCOMES**

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

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

### **INDICATIVE CONTENT**

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

## LEARNING AND TEACHING STRATEGY

Students will become familiar with concepts, principles and practices relating to the topic via workshops, seminars and relevant guest speakers. The teaching strategies for this module will include case studies, various media sources, review of articles, directed reading, research and practical work, group seminars and presentations, guest speakers as appropriate and group discussion and debate.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam                      ☒ Coursework                      ☐ Practical

| Mode of assessment | Volume | Weighting |
|--------------------|--------|-----------|
| Essay              | 2000   | e.g. 50%  |

### Assessment Component 2

(Tick one)

☒ Written exam                      ☐ Coursework                      ☐ Practical

| Mode of assessment | Volume  | Weighting |
|--------------------|---------|-----------|
| Exam               | 2 hours | e.g. 50%  |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50%         |
| Coursework    | 50%         |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                |                                     |
|-----------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>M5X01822</b>                                                                                                |                                     |
| <b>Module Title</b>   | <b>Contract Law</b>                                                                                            |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                      | <b>Electronic*</b>                  |
| Essential             | Stone and Devenney 2017 The Modern contract Law 12 <sup>th</sup> Edition Routledge                             | <input type="checkbox"/>            |
| Essential             | Stone & Devenney 2017 Text, Cases and Materials on Contract Law 4 <sup>th</sup> Edition Routledge              | <input type="checkbox"/>            |
| Essential             | Blackstones Statutes on Contract, Tort and Restitution 2016-17 27 <sup>th</sup> edition                        | <input type="checkbox"/>            |
| Further               | E. McKendrick 2014 Contract Law 6 <sup>th</sup> Edition Oxford University Press                                | <input type="checkbox"/>            |
| Further               | R. Brownsword 2006 Contract Law 2 <sup>nd</sup> Edition Oxford University Press                                | <input type="checkbox"/>            |
| Further               | P. Richards 2015 Law of Contract 12 <sup>th</sup> Edition Pearson                                              | <input type="checkbox"/>            |
| Further               | Furmston 2012 Cheshire, Fifoot and Furmston's Law of Contract 16 <sup>th</sup> Edition Oxford University Press | <input type="checkbox"/>            |
| Further               | R. Taylor & D. Taylor 2015 Contract directions 5 <sup>th</sup> Edition Oxford University Press                 | <input type="checkbox"/>            |
| Further               | M. Chen-Wishart 2015 Contract Law 5 <sup>th</sup> Edition Oxford University Press                              | <input type="checkbox"/>            |
| Further               | Law Quarterly Review                                                                                           | <input type="checkbox"/>            |
| Further               | Journal of Contract Law                                                                                        | <input type="checkbox"/>            |
| Further               | Modern Law Review                                                                                              | <input type="checkbox"/>            |
| Further               | Cambridge Law Journal                                                                                          | <input type="checkbox"/>            |
| Further               | Oxford Journal of Legal Studies                                                                                | <input type="checkbox"/>            |
| Further               | Northern Ireland Legal Quarterly                                                                               | <input type="checkbox"/>            |
| Further               | Legal Studies                                                                                                  | <input type="checkbox"/>            |
| Further               | Public Law                                                                                                     | <input type="checkbox"/>            |
| Further               | Journal of Law and Society                                                                                     | <input type="checkbox"/>            |
| Further               | Harvard Law Review                                                                                             | <input type="checkbox"/>            |
| Further               | New Law Journal                                                                                                | <input type="checkbox"/>            |
| Further               | European Human Rights Law Review                                                                               | <input type="checkbox"/>            |
| Further               | The Journal Jurisprudence                                                                                      | <input type="checkbox"/>            |
| Further               | Law Society Gazette                                                                                            | <input type="checkbox"/>            |
| Further               | www.parliament.gov.uk                                                                                          | <input checked="" type="checkbox"/> |

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

**MODULE CODE:** BMBM5005  
**TITLE:** Developing Professional Practice  
**DATED:** 03/07/2019  
  
**LEVEL:** 5  
  
**CREDITS:** 20  
**JACS CODE:** N600

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### **AIM(S)**

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

### **LEARNING OUTCOMES**

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

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

### **INDICATIVE CONTENT**

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

### **LEARNING AND TEACHING STRATEGY**

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

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

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

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

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

*(Tick one)*

☐ Written exam      ☒ Coursework      ☐ Practical

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

### Assessment Component 2

*(Tick one)*

☐ Written exam      ☒ Coursework      ☐ Practical

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

This module is aligned to the CIPD

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

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

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

**MODULE CODE:** BMBM5006  
**TITLE:** Digital Intelligence & Analytics  
**DATED:** 03/07/2019  
  
**LEVEL:** 5  
**CREDITS:** 20  
  
**JACS CODE:** N500

---

### **AIM(S)**

- To provide students with a comprehensive understanding of how data systems work, how their benefits can be optimised.
- To be able to analyse and evaluate the information in the systems to obtain maximum benefit.

### **LEARNING OUTCOMES**

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

- Identify and evaluate the current trends in data warehousing, business intelligence and data mining.
- Demonstrate knowledge and critical understanding of the well-established principles of predicative analytic software and its application.

### **INDICATIVE CONTENT**

- Basic concepts of Business Intelligence and Decision Support
- Data warehousing and ETL and OLAP
- Data security and quality management
- The Data Mining Cycle
- Association, Clustering and Prediction
- Data visualisation
- Data mining open source tools
- Excel Pivot Tables
- Reporting

### **LEARNING AND TEACHING STRATEGY**

Study will introduce the students to the concepts, principles and practices. Tutorials and seminars will demonstrate practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. This module will equip students with the ability to selectively analyse different sets of marketing data for insight, and to undertake effective decision making in relation to the utilisation of marketing resources. Case studies will therefore be used to develop this understanding and application of the techniques.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Report             | 2000 words | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                         | Volume                | Weighting |
|--------------------------------------------|-----------------------|-----------|
| Practical assessment with supporting paper | 2,000 word equivalent | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

| Module Code    | <b>BMBM5006</b>                                                                                                                                                      |                          |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Module Title   | <b>Digital Intelligence and Analytics</b>                                                                                                                            |                          |
| Classification | Reading List entry                                                                                                                                                   | Electronic*              |
| Essential      | Kolb, J.M., 2012. Business intelligence in plain language: A practical guide to data mining and business analytics. Applied Data Labs.                               | <input type="checkbox"/> |
| Further        | Provost, F. and Fawcett, T., 2013. Data Science for Business: What you need to know about data mining and data-analytic thinking. "O'Reilly Media, Inc."             | <input type="checkbox"/> |
| Further        | Kelsey, T., 2017. Introduction to Google Analytics: A Guide for Absolute Beginners. Apress.                                                                          | <input type="checkbox"/> |
| Further        | Bucki, L.A., Walkenbach, J., Alexander, M., Kusleika, R. and Wempen, F., 2013. Office 2013 Bible: The comprehensive tutorial resource (Vol. 808). John Wiley & Sons. | <input type="checkbox"/> |

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

**MODULE CODE:** BMBM5007  
**TITLE:** Digital and Social Media Marketing  
**DATED:** 03/07/2019  
  
**LEVEL:** 5  
**CREDITS:** 20  
  
**JACS CODE:** N500

---

### **AIM(S)**

- To appreciate the ever-changing nature of the digital landscape and how to develop skills to improve digital marketing effectiveness.
- To utilise effective digital monitoring and measurement techniques will be identified to improve digital marketing performance.

### **LEARNING OUTCOMES**

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

- Demonstrate knowledge and a critical understanding of the well-established principles of the disruptive digital environment and the challenges and opportunities that it brings.
- Critically evaluate the appropriateness of digital tools to support marketing across platforms whilst being able to measure and monitor their effectiveness.

### **INDICATIVE CONTENT**

- Internet of Things
- Big Data
- Customer Reach
- Real-time marketing
- Customer acquisition, retention and loyalty
- Customer power
- Mobile and ecommerce
- Added value
- 7 Ps
- Digital adoption stages
- Different online transaction contexts: B2B, C2C etc.
- Metrics

### **LEARNING AND TEACHING STRATEGY**

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

This module will equip students with the ability to selectively analyse different sets of marketing data for insight, and to undertake effective decision making in relation to the utilisation of marketing resources. Case studies will therefore be used to develop this understanding and application of the techniques.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment                 | Volume                                | Weighting |
|------------------------------------|---------------------------------------|-----------|
| Presentation with supporting paper | 5 minute with no more than 1500 words | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Report             | 2000 words | 50        |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

| Module Code    | BMBM5007                                                                                                                                                                                                                    |                                     |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Digital and Social Media Marketing                                                                                                                                                                                          |                                     |
| Classification | Reading List entry                                                                                                                                                                                                          | Electronic*                         |
| Essential      | Kingsnorth, S. (2016) Digital marketing strategy: an integrated approach to online marketing. London, Kogan Page.                                                                                                           | <input type="checkbox"/>            |
| Further        | Chaffey, D. and Smith, P.R. (2017) Digital marketing excellence: planning, optimizing and integrating online marketing. 5th edition. Abingdon, Routledge.                                                                   | <input checked="" type="checkbox"/> |
| Further        | Kaufman, I and Horton, C. (2014) Digital marketing: integrating strategy and tactics with values. Abingdon, Routledge.                                                                                                      | <input type="checkbox"/>            |
| Further        | Meerman Scott, D. (2017) The new rules of marketing & PR: how to use social media, online video, mobile applications, blogs, news releases and viral marketing to reach buyers directly. 6 th edition. John Wiley and Sons. | <input type="checkbox"/>            |
| Further        | Smith, P.R. (2014) SOSTAC ® guide to your perfect digital marketing plan. P.R.Smith.                                                                                                                                        | <input type="checkbox"/>            |

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

**MODULE CODE:** BMBM5009  
**TITLE:** Event Operations Management  
**DATED:** 03/07/2019  
  
**LEVEL:** 5  
**CREDITS:** 20  
  
**JACS CODE:** N820

---

### **AIM(S)**

- To provide students with detailed knowledge of event operations and project management tools and techniques. Events can be viewed as projects for which the various elements need to be carefully planned to meet objectives. This will entail the management of people, partnerships legal agreements and event safety in an often tight timeframe.

### **LEARNING OUTCOMES**

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

- Analyse the operational and project management requirements of major events in diverse settings
- Evaluate a risk management plan including risk assessments which would satisfy the requirements of a Safety advisory group

### **INDICATIVE CONTENT**

- Introduction to project management for events; characteristics of events as projects
- Suppliers and supply chain management
- Stakeholder relationships
- Event management project tools, critical path analysis, work breakdown structure, Gantt chart
- Risk Management, including preparing a risk assessment, the role of the Safety Advisor Group, Health and Safety regulations
- Event management law and legislation; The Equality Act; Managing contracts
- Event project completion; evaluation, review and reflection

### **LEARNING AND TEACHING STRATEGY**

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

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume      | Weighting |
|--------------------|-------------|-----------|
| Report             | 2,000 words | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Presentation       | 15 minutes | e.g. 50%  |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50          |
| Practical     | 50          |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                                    |                          |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>Module Code</b>    | <b>BMBM5009</b>                                                                                                                                    |                          |
| <b>Module Title</b>   | <b>Event Operations Management</b>                                                                                                                 |                          |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                          | <b>Electronic*</b>       |
| Essential             | Pielichaty, H. et al (2017) Events project Management. Routledge: Oxford                                                                           | <input type="checkbox"/> |
| Essential             | Rutherford Silvers, J. (2008) Risk Management for meetings and events Butterworth-Heinemann: Oxford                                                | <input type="checkbox"/> |
| Essential             | Tum, J. et al (2011) The Management of Event Operations. Routledge: Oxford                                                                         | <input type="checkbox"/> |
| Further               | Allen, J., (2002). The Business of Event Planning: Behind-the-scenes Secrets of Successful Special Events. Ontario: Wiley                          |                          |
| Further               | Bowdin et al (2012). Events Management 3 <sup>rd</sup> Edition Oxford: Butterworth-Heinemann.                                                      | <input type="checkbox"/> |
| Further               | Mallen, C. & Adams, L. (2008) Sport, recreation and tourism event management: theoretical and practical dimensions. Oxford: Butterworth-Heinemann  | <input type="checkbox"/> |
| Further               | Preston C.A., (2012). Event Marketing: How to Successfully Promote Events, Festivals, Conventions, and Expositions. Second Edition New York: Wiley | <input type="checkbox"/> |
| Further               | Raj, R. et al (2013) Events Management Principles and Practice 3 <sup>rd</sup> Edition. Sage: London                                               | <input type="checkbox"/> |
| Further               | Shone, A. and Parry, B., (2013). Successful Event Management: A Practical Handbook. 4 <sup>th</sup> Edition. Thomson: London                       | <input type="checkbox"/> |
| Further               | Yeomann, I. et al (2004) Festival and Events Management, an International Arts and Culture Perspective. Elsevier: London                           | <input type="checkbox"/> |

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

**MODULE CODE:** BMBM5010  
**TITLE:** Financial Performance Management  
**DATED:** 03/07/2019

**LEVEL:** 5  
**CREDITS:** 20

**JACS CODE:** N411

---

### **AIM(S)**

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

### **LEARNING OUTCOMES**

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

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

### **INDICATIVE CONTENT**

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

### **LEARNING AND TEACHING STRATEGY**

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

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

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

### Assessment Component 2

(Tick one)

☒ Written exam      ☐ Coursework      ☐ Practical

| Mode of assessment | Volume  | Weighting |
|--------------------|---------|-----------|
| Examination        | 3 Hours | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50          |
| Coursework    | 50          |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

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

## READING LIST

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

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

**MODULE CODE:** BMBM5011  
**TITLE:** Financial Reporting  
**DATED:** 03/07/2019

**LEVEL:** 5  
**CREDITS:** 20

**JACS CODE:** N422

---

### **AIM(S)**

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

### **LEARNING OUTCOMES**

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

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

### **INDICATIVE CONTENT**

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

## LEARNING AND TEACHING STRATEGY

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

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 30%

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Report             | 1500 words | 30%       |

### Assessment Component 2 – 70%

☒ Written exam      ☐ Coursework      ☐ Practical

| Mode of assessment | Volume  | Weighting |
|--------------------|---------|-----------|
| Exam               | 3 hours | 70%       |

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

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 70%         |
| Coursework    | 30%         |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

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

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

**MODULE CODE:** BMBM5012  
**TITLE:** Live Events Project  
**DATED:** 26/04/2018

**LEVEL:** 5  
**CREDITS:** 20

**JACS CODE:** N820

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### **AIM(S)**

- Through a live event project, the module aims to give the student a deeper appreciation through first-hand experience, of the management issues affecting planning, financing, marketing, organising and delivery of a variety of events from inception of ideas to completion and evaluation.

### **LEARNING OUTCOMES**

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

- Devise an original and feasible event concept which is supported by clear market research and apply event planning techniques to produce a detailed event planning document (manual) for the staging of the event.
- Evaluate an event against defined objectives and critically reflect on the event management process

### **INDICATIVE CONTENT**

- Event aim and objectives
- Event research; external and internal analysis; feasibility testing
- The event consumer, creating niche markets, matching consumer to event product; event USP
- Event resource allocation and staffing; event network structures; managing your team and your own contribution
- Venue selection and management
- Risk assessments and legal considerations, licence agreements and contracts
- Logistics, transport and queuing theory
- Event marketing plan, PR, social media, advertising, media coverage, marketing communications
- Financial planning, funding, costs, economic objectives, grants, secondary spend.
- Operational issues on the day of the event, running order and communications plan
- Event team evaluation and reflection, knowledge transfer, EMBOK

### **LEARNING AND TEACHING STRATEGY**

Students will become familiar with concepts, principles and practices relating to the topic via workshops, seminars and relevant guest speakers. The teaching strategy within these sessions will include group discussion, the analysis of case studies (both paper based and video) documentary clips and other media. Time will be given to help students understand the difficulties associated with organising live events as well as the putting the learning into practice through attending an event.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 30         | 15          |
| Independent learning | 150        | 75          |
| Placement learning   | 20         | 10          |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

*(Tick one)*

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume      | Weighting |
|--------------------|-------------|-----------|
| Report             | 3,500 words | 70%       |

### Assessment Component 2

*(Tick one)*

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume      | Weighting |
|--------------------|-------------|-----------|
| Essay              | 1,500 words | 30%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100         |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                                          |                          |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>Module Code</b>    | <b>BMBM5012</b>                                                                                                                                          |                          |
| <b>Module Title</b>   | <b>Live Events Project</b>                                                                                                                               |                          |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                | <b>Electronic*</b>       |
| Essential             | Bowdin et al (2012). Events Management 3 <sup>rd</sup> Edition<br>Oxford: Butterworth-Heinemann.                                                         | <input type="checkbox"/> |
| Essential             | Tum, J. et al (2011) The Management of Event<br>Operations. Routledge: Oxford                                                                            | <input type="checkbox"/> |
| Further               | Allen, J., (2002). The Business of Event Planning:<br>Behind-the-scenes Secrets of Successful Special<br>Events. Ontario: Wiley                          | <input type="checkbox"/> |
| Further               | Preston C.A., (2012). Event Marketing: How to<br>Successfully Promote Events, Festivals, Conventions,<br>and Expositions. Second Edition New York: Wiley | <input type="checkbox"/> |
| Further               | Mallen, C. & Adams, L. (2008) Sport, recreation and<br>tourism event management: theoretical and practical<br>dimensions. Oxford: Butterworth-Heinemann  | <input type="checkbox"/> |
| Further               | Shone, A. and Parry, B., (2013). Successful Event<br>Management: A Practical Handbook. 4 <sup>th</sup> Edition.<br>Thomson: London                       | <input type="checkbox"/> |
| Further               | Raj, R. et al (2013) Events Management Principles and<br>Practice 3 <sup>rd</sup> Edition. Sage: London                                                  | <input type="checkbox"/> |
| Further               | Yeomann, I. et al (2004) Festival and Events<br>Management, an International Arts and Culture<br>Perspective. Elsevier: London                           | <input type="checkbox"/> |

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

**MODULE CODE:** BMBM5013  
**TITLE:** Marketing in Practice  
**DATED:** 03/07/2019

**LEVEL:** 5  
**CREDITS:** 20

**JACS CODE:** N500

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### **AIM(S)**

To prepare students for the workplace by focusing on the identification and implementation of key marketing responsibilities that add value to the organisation and the customer.

### **LEARNING OUTCOMES**

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

- Produce and organise effectively and efficiently marketing outputs that meet key strategic opportunities identified by the business.
- Develop tactical programmes that will impact the organisations positioning in the marketplace positively.

### **INDICATIVE CONTENT**

- An introduction to negotiations.
- Making agency relationships work effectively and efficiently.
- The relationship with sales and working with the sales team.
- Developing social media marketing programmes.
- Public relations events, organising press conferences and writing press releases.
- Managing the Distribution channels.
- Managing and organising Direct Marketing activity.

### **LEARNING AND TEACHING STRATEGY**

The learning and teaching strategy for this module has been designed to facilitate a rich learning experience for students from different educational and cultural backgrounds.

The module will be delivered through classroom activities, workshops, use of online media, case analysis, and in-class group work. The expectations of other departments in the organisation mean that marketers are expected to have an impact on the performance of the organisation. The emphasis of this module is to develop student's skills and confidence to be able to take on a Marketing post and be capable of undertaking some of the key roles and responsibilities of a Marketer in a professional position. There is a strong emphasis on student – led learning on this module. Students will observe their own expectations, learn to apply expectancy theories and to identify potential solutions.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Presentation       | 15 minutes | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume      | Weighting |
|--------------------|-------------|-----------|
| Report             | 2,000 words | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | -           |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

| Module Code    | BMBM5013                                                                                                                                                                                                                                                                                                                                                                      |                                     |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Marketing in Practice                                                                                                                                                                                                                                                                                                                                                         |                                     |
| Classification | Reading List entry                                                                                                                                                                                                                                                                                                                                                            | Electronic*                         |
| Essential      | Arden, D. (2015) Win Win: How to get a winning result from persuasive negotiations. Harlow Pearson Education Limited                                                                                                                                                                                                                                                          | <input type="checkbox"/>            |
| Essential      | Kelly, S. & Johnston, P, (2017) Value-ology: Aligning Sales and Marketing to shape and deliver profitable customer value propositions. United Kingdom, Palgrave MacMillan.                                                                                                                                                                                                    | <input type="checkbox"/>            |
| Essential      | Thomas, B. & Housden, M (2017) Direct and Digital Marketing in Practice 3e. London. Bloomsbury Business.                                                                                                                                                                                                                                                                      | <input type="checkbox"/>            |
| Essential      | Gregory, A. (2015) Planning and Managing Public Relations Campaigns (PR in Practice) 4e. London. Kogan Page Limited                                                                                                                                                                                                                                                           | <input type="checkbox"/>            |
| Further        | Fahy, J., & Jobber, D., (2015) <i>Foundations of Marketing</i> , 5 <sup>th</sup> ed., London, McGraw-Hill                                                                                                                                                                                                                                                                     | <input type="checkbox"/>            |
| Further        | Dibb, S., Simkin, L., Pride, W.M., & Ferrell, O.C., <i>Marketing: Concepts and Strategies</i> 7 <sup>th</sup> ed Houghton Mifflin                                                                                                                                                                                                                                             | <input type="checkbox"/>            |
| Further        | Jobber, D., & Ellis-Chadwick, F., (2016) <i>Principles and Practice of Marketing</i> 7 <sup>th</sup> revised ed. Berkshire, McGraw-Hill                                                                                                                                                                                                                                       | <input type="checkbox"/>            |
| Further        | Smith, T. Williams, T. Lowe, S. Michel, R. Hwang, K (2015) Context into text into context: Marketing Practice into Theory and Marketing Theory into Practice. Marketing Intelligence and Planning. Vol 33 (7) pp1027-1046. Full text available at: EBSCOhost Business Source Complete                                                                                         | <input checked="" type="checkbox"/> |
| Further        | Foreman, J. et al (2014) The performance implications of planning, implementation, and evolution of firms' customer and competitor orientations. Journal of Marketing Theory and Practice, Fall, Vol 22(4), pp349-366. Full text available at: EBSCOhost Business Source Complete                                                                                             | <input type="checkbox"/>            |
| Further        | Taghian, M. (2010) Marketing planning: operationalising the market orientation strategy. Journal of Marketing Management, August, Vol26 (9/10), pp825-841. Full text available at: EBSCOhost Business Source Complete<br>This paper reviews the implementation of market orientation and marketing planning.                                                                  | <input checked="" type="checkbox"/> |
| Further        | Danciu, V. (2013) The future of marketing: an appropriate response to the environment changes. Theoretical & Applied Economics, May, Vol20 (5), pp33-52. Full text available at: EBSCOhost Business Source Complete                                                                                                                                                           | <input checked="" type="checkbox"/> |
| Further        | Harvard Business Review published by Harvard Business School Publication Corporation – Full text available at: EBSCOhost Business Source Complete<br>Journal of Marketing published by the AMA – Full text available at: EBSCOhost Business Source Complete<br>Marketing Review published by Westburn Publishing - Full text available at: EBSCOhost Business Source Complete | <input checked="" type="checkbox"/> |
| Further        | <a href="http://www.cim.co.uk/">http://www.cim.co.uk/</a>                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> |

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

**MODULE CODE:** BMBM5014  
**TITLE:** Professional Placement  
**DATED:** 26/04/2018

**LEVEL:** 5  
**CREDITS:** 40

**JACS CODE:** N200

---

### **AIM(S)**

- To provide students with practical experience of industry to develop their employability skills.
- To enable the student to reflect upon their learning and development and apply these skills in a work environment

### **LEARNING OUTCOMES**

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

- Demonstrate an ability to secure an appropriate placement in their chosen sector.
- Successfully undertake 180 hours at an appropriate work placement
- Reflect on and evaluate personal and professional development within the workplace

### **INDICATIVE CONTENT**

- Coaching and Mentoring in the workplace
- Models of reflective practice.
- Professional Development
- Communication and networking skills

### **LEARNING AND TEACHING STRATEGY**

Students will become familiar with concepts, principles and practices relating to the topic via workshops, seminars and relevant guest speakers. The teaching strategy within these sessions will include group discussion, the analysis of case studies (both paper based and video) documentary clips and other media. Given the emphasis on placement learning and independent learning, the learning strategy is mainly student-driven; students will be expected to manage and implement their own programme of study throughout the module. A placement mentor will be provided to support the student during their internship.

The study time for the module is divided as follows:

| <b>Activity type</b> | <b>Hours</b> | <b>Percentage</b> |
|----------------------|--------------|-------------------|
| Scheduled learning   | 40           | 10%               |
| Independent learning | 180          | 45%               |
| Placement learning   | 180          | 45%               |
| <b>TOTAL</b>         | <b>400</b>   | <b>100%</b>       |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment  | Volume     | Weighting |
|---------------------|------------|-----------|
| Placement Rationale | 2000 words | 25%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Reflective diary   | 6000 words | 75%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

### Reading List

| Module Code    | BMBM5014                                                                                                                 |                          |
|----------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Module Title   | Professional Placement                                                                                                   |                          |
| Classification | Reading List entry                                                                                                       | Electronic*              |
| Essential      | Gallagher K, (2016) Essential Study and Employment Skills For Business and Management Students, Oxford                   | <input type="checkbox"/> |
| Essential      | Cottrell S, (2015) Skills for Success Personal Development and Employability, 3 <sup>rd</sup> edition, Palgrave. London. | <input type="checkbox"/> |
| Essential      | Hagg, E (2013) Internship Guide Eleven, The Hague                                                                        | <input type="checkbox"/> |
| Further        | Fanthorne, C (2004) Work Placements – Survival Guide for Students Macmillan, Basingstoke                                 | <input type="checkbox"/> |
| Further        | NCWE, 2005 Work based Learning: Code of Practice, NCWE, London                                                           | <input type="checkbox"/> |
| Further        | ASET, 2013 Good Practice Guide for Workbased Learning and Placement Learning in Higher Education                         | <input type="checkbox"/> |

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

**COD Y MODWL:** BMBM5014C  
**TEITL:** Lleoliad Proffesiynol  
**DYDDIAD:** 26/04/2018

**LEFEL:** 5  
**CREDYDAU:** 40

**COD JACS:** N200

---

### AMCAN(ION)

- Rhoi profiad ymarferol o ddiwydiant i fyfyrwyr i ddatblygu eu sgiliau cyflogadwyedd.
- Galluogi'r myfyrwyr i adfyfrio ar eu dysgu a'u datblygiad a chymhwyso'r sgiliau hyn mewn amgylchedd gwaith.

### DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Dangos gallu i sicrhau lleoliad priodol yn eu dewis sector.
- Ymgymryd â 180 awr yn llwyddiannus mewn lleoliad gwaith priodol
- Adfyfrio ar ddatblygiad personol a phroffesiynol o fewn y gweithle a'i werthuso

### CYNNWYS DANGOSOL

- Hyfforddi a Mentora yn y gweithle
- Modelau o arfer adfyfiriol.
- Datblygiad Proffesiynol
- Sgiliau cyfathrebu a rhwydweithio

### STRATEGAETH DYSGU AC ADDYSGU

Daw myfyrwyr yn gyfarwydd â chysyniadau, egwyddorion ac arferion sy'n ymwneud â'r pwnc trwy weithdai, seminarau a siaradwyr gwadd perthnasol. Bydd y strategaeth addysgu o fewn y sesiynau hyn yn cynnwys trafodaeth grŵp, dadansoddi astudiaethau achos (ar bapur ac ar fideo), clipiau o raglenni dogfen a chyfryngau eraill. Yn sgil y pwyslais ar ddysgu drwy leoliadau a dysgu annibynnol, mae'r strategaeth ddysgu'n cael ei gyrru gan y myfyrwyr yn bennaf a bydd disgwyl i fyfyrwyr reoli a gweithredu eu rhaglen astudio eu hunain drwy gydol y modwl. Darperir mentor lleoliad i gynorthwyo'r myfyrwyr yn ystod eu hinterniaeth.

Mae'r amser astudio ar gyfer y modwl wedi ei rannu yn y modd hwn:

| Math o weithgaredd   | Oriau      | Canran      |
|----------------------|------------|-------------|
| Dysgu ar yr amserlen | 40         | 10%         |
| Dysgu annibynnol     | 180        | 45%         |
| Dysgu drwy leoliadau | 180        | 45%         |
| <b>CYFANSWM</b>      | <b>400</b> | <b>100%</b> |

## ASESU

### Elfen Asesu 1 (Ticiwch un)

☒ Arholiad  
ysgrifenedig



Gwaith cwrs



Ymarferol

| Dull Asesu             | Maint         | Pwysiad |
|------------------------|---------------|---------|
| Rhesymwaith y Lleoliad | 2000 o eiriau | 25%     |

### Elfen Asesu 2 (Ticiwch un)



Arholiad  
ysgrifenedig



Gwaith cwrs



Ymarferol

| Dull Asesu           | Maint         | Pwysiad |
|----------------------|---------------|---------|
| Dyddiadur Adfyfyriol | 6000 o eiriau | 75%     |

### Crynodeb o'r Asesiad

| Math o weithgaredd    | Canran      |
|-----------------------|-------------|
| Arholiad ysgrifenedig |             |
| Gwaith cwrs           | 100%        |
| Ymarferol             |             |
| <b>CYFANSWM</b>       | <b>100%</b> |

### Rhestr Ddarllen

| Cod y Modwl   | BMBM5014C                                                                                                                |                          |
|---------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Teitl y Modwl | Lleoliad Proffesiynol                                                                                                    |                          |
| Categori      | Eitemau'r Rhestr Ddarllen                                                                                                | Electronig*              |
| Hanfodol      | Gallagher K, (2016) Essential Study and Employment Skills For Business and Management Students, Oxford                   | <input type="checkbox"/> |
| Hanfodol      | Cottrell S, (2015) Skills for Success Personal Development and Employability, 3 <sup>rd</sup> edition, Palgrave. London. | <input type="checkbox"/> |
| Hanfodol      | Hagg, E (2013) Internship Guide Eleven, The Hague                                                                        | <input type="checkbox"/> |
| Pellach       | Fanthorne, C (2004) Work Placements – Survival Guide for Students Macmillan, Basingstoke                                 | <input type="checkbox"/> |
| Pellach       | NCWE, 2005 Work based Learning: Code of Practice, NCWE, London                                                           | <input type="checkbox"/> |
| Pellach       | ASET, 2013 Good Practice Guide for Workbased Learning and Placement Learning in Higher Education                         | <input type="checkbox"/> |

Yn ogystal caiff myfyrwyr eu cyfeirio i ddefnyddio cronfeydd data academiaidd megis Business Source Complete a Marketline.

**MODULE CODE:** BMBM5015  
**TITLE:** International Independent Study Abroad  
**DATED:** 26/04/2018

**LEVEL:** 5  
**CREDITS:** 60

**JACS CODE:** N200

---

## **AIM(S)**

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

## **LEARNING OUTCOMES**

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

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

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

## **INDICATIVE CONTENT**

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

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

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

## **Pre-International Independent Study Abroad Phase**

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

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

In consultation with the tutor the student will negotiate:

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

### **International Independent Study Abroad Phase**

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

### **Post-placement phase**

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

## **LEARNING AND TEACHING STRATEGY**

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

The study time for the module is divided as follows:

| <b>Activity type</b> | <b>Hours</b> | <b>Percentage</b> |
|----------------------|--------------|-------------------|
| Scheduled learning   |              |                   |
| Independent learning | 600          | 100%              |
| Placement learning   |              |                   |
| <b>TOTAL</b>         | <b>600</b>   | <b>100%</b>       |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam                      ☒ Coursework                      ☐ Practical

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

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    |             |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                       |                          |
|-----------------------|-------------------------------------------------------------------------------------------------------|--------------------------|
| <b>Module Code</b>    | <b>BMBM5015</b>                                                                                       |                          |
| <b>Module Title</b>   | <b>International Independent Study Abroad</b>                                                         |                          |
| <b>Classification</b> | <b>Reading List entry</b>                                                                             | <b>Electronic*</b>       |
| Further               | Lidstone, A (2007) The International Independent Study Abroad Handbook. Hampshire. Palgrave MacMillan | <input type="checkbox"/> |

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

**MODULE CODE:** BMBM5016  
**TITLE:** Taxation  
**DATED:** 03/07/2019

**LEVEL:** 5  
**CREDITS:** 20

**JACS CODE:** N330

---

### AIM(S)

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

### LEARNING OUTCOMES

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

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

### INDICATIVE CONTENT

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

### LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

### ASSESSMENT

#### Assessment Component 1 (Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

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

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

| Mode of assessment | Volume  | Weighting |
|--------------------|---------|-----------|
| Examination        | 3 Hours | 50%       |

**Assessment Summary**

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50          |
| Coursework    | 50          |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

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

**READING LIST**

|                       |                                                                                            |                          |
|-----------------------|--------------------------------------------------------------------------------------------|--------------------------|
| <b>Module Code</b>    | <b>BMBM5016</b>                                                                            |                          |
| <b>Module Title</b>   | <b>Taxation</b>                                                                            |                          |
| <b>Classification</b> | <b>Reading List entry</b>                                                                  | <b>Electronic*</b>       |
| Essential             | Melville,A (2016) Taxation,22 <sup>nd</sup> Ed, Harlow, Pearson.                           | <input type="checkbox"/> |
| Further               | James,S (2016) The Economics of Taxation, 15 <sup>th</sup> Ed, Harlow, Prentice Hall.      | <input type="checkbox"/> |
| Further               | Morse,G and Williams, D (2016) Principles of Tax Law, 8 <sup>th</sup> Ed, London, Thomson. | <input type="checkbox"/> |

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

# **LEVEL 6**

**(Accounting Programme modules only)**

**MODULE CODE:** BMBM6000  
**TITLE:** Applied Internship  
**DATED:** 26/04/2018

**LEVEL:** 6  
**CREDITS:** 40

**JACS CODE:** N200

---

### **AIM(S)**

- To provide students with experience of their chosen discipline/industry at an appropriate operational level to enhance their employability.
- To enable the student to reflect upon their learning and development and apply these skills in a work environment Preparing students for the transition from academia to a professional work setting.

### **LEARNING OUTCOMES**

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

- Plan and secure an appropriate applied internship in their chosen discipline/industry
- Successfully undertake a minimum of 200 hours at an appropriate internship within their chosen discipline/industry
- Critically appraise personal performance within the workplace
- Analyse the link between theoretical concepts and their application within the workplace

### **INDICATIVE CONTENT**

- Preparing for internship
- Developing employment profile
- Reflective practice

### **LEARNING AND TEACHING STRATEGY**

Students will become familiar with concepts, principles and practices relating to the topic via workshops, seminars and relevant guest speakers. The teaching strategy within these sessions will include group discussion, the analysis of case studies (both paper based and video) documentary clips and other media. Given the emphasis on placement learning and independent learning, the learning strategy is mainly student-driven and students will be expected to manage and implement their own programme of study throughout the module. An internship mentor will be provided to support the student during their internship.

The study time for the module is divided as follows:

| <b>Activity type</b> | <b>Hours</b> | <b>Percentage</b> |
|----------------------|--------------|-------------------|
| Scheduled learning   | 25           | 6.25%             |
| Independent learning | 175          | 43.75%            |
| Placement learning   | 200          | 50%               |
| <b>TOTAL</b>         | <b>400</b>   | <b>100%</b>       |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Briefing Paper     | 3000 Words | 50%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Seminar            | 20 Minutes | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

| Module Code    | <b>BMBM6000</b>                                                                                                          |                          |
|----------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Module Title   | <b>Applied Internship</b>                                                                                                |                          |
| Classification | Reading List entry                                                                                                       | Electronic*              |
| Essential      | Gallagher K, (2016) Essential Study and Employment Skills For Business and Management Students, Oxford                   | <input type="checkbox"/> |
| Essential      | Cottrell S, (2015) Skills for Success Personal Development and Employability, 3 <sup>rd</sup> edition, Palgrave. London. | <input type="checkbox"/> |
| Essential      | Hagg, E (2013) Internship Guide Eleven, The Hague                                                                        | <input type="checkbox"/> |
| Further        | ASET, 2013 Good Practice Guide for Workbased Learning and Placement Learning in Higher Education                         | <input type="checkbox"/> |
| Further        | Fanthorne, C (2004) Work Placements – Survival Guide for Students Macmillan, Basingstoke                                 | <input type="checkbox"/> |
| Further        | NCWE, 2005 Work based Learning: Code of Practice, NCWE, London                                                           | <input type="checkbox"/> |

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

**COD Y MODWL:** BMBM6000C  
**TEITL:** Interniaeth Gymhwysol  
**DYDDIAD:** 26/04/2018

**LEFEL:** 6  
**CREDYDAU:** 40

**COD JACS:** N200

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### AMCAN(ION)

- Rhoi profiad i fyfyrwyr o'u dewis ddisgyblaeth/ddiwydiant ar lefel weithredol briodol i gyfoethogi'u cyflogadwyedd.
- Galluogi'r myfyrwyr i adfyfrio ar eu dysgu a'u datblygiad a chymhwyso'r sgiliau hyn mewn amgylchedd gwaith. Paratoi myfyrwyr ar gyfer y newid o'r byd academaidd i'r gweithle proffesiynol.

### DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu:

- Cynllunio a sicrhau interniaeth gymhwysol briodol yn eu dewis ddisgyblaeth/ ddiwydiant
- Ymgymryd ag interniaeth briodol yn llwyddiannus am o leiaf 200 awr o fewn eu dewis ddisgyblaeth/ddiwydiant
- Arfarnu perfformiad personol yn feirniadol o fewn y gweithle
- Dadansoddi'r cyswllt rhwng cysyniadau damcaniaethol a'u cymhwyso yn y gweithle

### CYNNWYS DANGOSOL

- Paratoi ar gyfer interniaeth
- Datblygu proffil cyflogaeth
- Arfer adfyfyriol

### STRATEGAETH DYSGU AC ADDYSGU

Daw myfyrwyr yn gyfarwydd â chysyniadau, egwyddorion ac arferion sy'n ymwneud â'r pwnc trwy weithdai, seminarau a siaradwyr gwadd perthnasol. Bydd y strategaeth addysgu o fewn y sesiynau hyn yn cynnwys trafodaeth grŵp, dadansoddi astudiaethau achos (ar bapur ac ar fideo), clipiau o raglenni dogfen a chyfryngau eraill. Yn sgil y pwyslais ar ddysgu drwy leoliadau a dysgu annibynnol, mae'r strategaeth ddysgu'n cael ei gyrru gan y myfyrwyr yn bennaf a bydd disgwyl i fyfyrwyr reoli a gweithredu eu rhaglen astudio eu hunain drwy gydol y modwl. Darperir mentor interniaeth i gynorthwyo'r myfyrwyr yn ystod eu hinterniaeth.

Mae'r amser astudio ar gyfer y modwl wedi ei rannu yn y modd hwn:

| Math o weithgaredd   | Oriau      | Canran      |
|----------------------|------------|-------------|
| Dysgu ar yr amserlen | 25         | 6.25%       |
| Dysgu annibynnol     | 175        | 43.75%      |
| Dysgu drwy leoliadau | 200        | 50%         |
| <b>CYFANSWM</b>      | <b>400</b> | <b>100%</b> |

## ASESU

### Elfen Asesu 1 (Ticiwch un)

☐ Arholiad ysgrifenedig      ☒ Gwaith cwrs      ☐ Ymarferol

| Dull Asesu    | Maint         | Pwysiad |
|---------------|---------------|---------|
| Papur Briffio | 3000 o eiriau | 50%     |

### Elfen Asesu 2 (Ticiwch un)

☐ Arholiad ysgrifenedig      ☐ Gwaith cwrs      ☒ Ymarferol

| Dull Asesu | Maint    | Pwysiad |
|------------|----------|---------|
| Seminar    | 20 munud | 50%     |

### Crynodeb o'r Asesiad

| Math o weithgaredd    | Canran      |
|-----------------------|-------------|
| Arholiad ysgrifenedig |             |
| Gwaith cwrs           | 50%         |
| Ymarferol             | 50%         |
| <b>CYFANSWM</b>       | <b>100%</b> |

## RHESTR DDARLLEN

| Cod y Modwl   | BMBM6000C                                                                                                                |                          |
|---------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Teitl y Modwl | Interniaeth Gymhwysol                                                                                                    |                          |
| Categori      | Eitemau'r Rhestr Ddarllen                                                                                                | Electronig*              |
| Hanfodol      | Gallagher K, (2016) Essential Study and Employment Skills For Business and Management Students, Oxford                   | <input type="checkbox"/> |
| Hanfodol      | Cottrell S, (2015) Skills for Success Personal Development and Employability, 3 <sup>rd</sup> edition, Palgrave. London. | <input type="checkbox"/> |
| Hanfodol      | Hagg, E (2013) Internship Guide Eleven, The Hague                                                                        | <input type="checkbox"/> |
| Pellach       | ASET, 2013 Good Practice Guide for Workbased Learning and Placement Learning in Higher Education                         | <input type="checkbox"/> |
| Pellach       | Fanthorne, C (2004) Work Placements – Survival Guide for Students Macmillan, Basingstoke                                 | <input type="checkbox"/> |
| Pellach       | NCWE, 2005 Work based Learning: Code of Practice, NCWE, London                                                           | <input type="checkbox"/> |

Yn ogystal caiff myfyrwyr eu cyfeirio i ddefnyddio cronfeydd data academiaidd megis Business Source Complete a Marketline.

**MODULE CODE:** BMBM6001  
**TITLE:** Auditing and Corporate Governance  
**DATED:** 03/07/2019

**LEVEL:** 6  
**CREDITS:** 20

**JACS CODE:** N421

---

#### **AIM(S)**

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

#### **LEARNING OUTCOMES**

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

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

#### **INDICATIVE CONTENT**

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

#### **LEARNING AND TEACHING STRATEGY**

Workshops will introduce the students to the concepts, principles and practices of auditing. A variety of case-studies and problems will be the medium by which students will be introduced to practical real world examples which will be used to support the application, discussion, analysis and critical evaluation of theories, models and techniques learned.

Selected readings, examples and digital resources will further support learning to ensure a firm underpinning of knowledge and provide additional opportunities for reflection and collaborative construction of understanding of shared experiences and concepts

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 30%

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Essay              | 1500 words | 30%       |

### Assessment Component 2 – 70%

☒ Written exam      ☐ Coursework      ☐ Practical

| Mode of assessment | Volume  | Weighting |
|--------------------|---------|-----------|
| Exam               | 3 hours | 70%       |

This module is in accord with the ACCA requirements

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 70%         |
| Coursework    | 30%         |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                     |                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMBM6001</b>                                                                                     |                                     |
| <b>Module Title</b>   | <b>Auditing and Corporate Governance</b>                                                            |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                           | <b>Electronic*</b>                  |
| Essential             | Cosserrat G, Rodda N (2017), (4th Ed) Modern Auditing, John Wiley and Sons                          | <input type="checkbox"/>            |
| Essential             | Millichamp A and Taylor J (2012) (10th Ed) Auditing Cengage Learning                                | <input type="checkbox"/>            |
| Further               | Davies M and Aston J (2012 (2nd Ed) Auditing Fundamentals FT Prentice Hall                          | <input type="checkbox"/>            |
| Further               | Gray I and Manson S (2011) (5th Ed) The Audit Process, London: Thomson Business Press               | <input type="checkbox"/>            |
| Further               | Montgomery R (2017) Auditing Theory and Practice, Forgotten Books                                   | <input type="checkbox"/>            |
| Further               | Lewin A (2010) (1 <sup>st</sup> Ed) A Students guide to Auditing Kaplan                             | <input type="checkbox"/>            |
| Further               | Porter B, Hatherly D, Simon J, (2014) (4th Ed) Principles of External Auditing, John Wiley and Sons | <input type="checkbox"/>            |
| Journal               | Accountancy                                                                                         | <input type="checkbox"/>            |
| Journal               | Accountancy Age                                                                                     | <input type="checkbox"/>            |
| Journal               | The Financial Times                                                                                 | <input type="checkbox"/>            |
| Journal               | International Journal of Auditing                                                                   | <input type="checkbox"/>            |
| Journal               | Audit News (ICAEW)                                                                                  | <input type="checkbox"/>            |
| Journal               | Auditing: A Journal of Practice and Theory                                                          | <input type="checkbox"/>            |
| Journal               | Managerial Auditing Journal                                                                         | <input type="checkbox"/>            |
| Website               | <a href="http://www.frc.org.uk/">http://www.frc.org.uk/</a>                                         | <input checked="" type="checkbox"/> |
| Website               | <a href="http://www.ifrs.org">http://www.ifrs.org</a>                                               | <input checked="" type="checkbox"/> |

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

**MODULE CODE:** BMBM6002  
**TITLE:** Consultancy Project  
**DATED:** 26/04/2018

**LEVEL:** 6  
**CREDITS:** 40

**JACS CODE:** N213

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### **AIM(S)**

The aim of the consultancy project is to give students an opportunity to undertake investigation of an authentic business challenge. As part of this, students will design and execute an in-depth analysis of a specific industry or sector and combine this with their comprehensive knowledge of respective business disciplines.

### **LEARNING OUTCOMES**

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

- Deliver a consultancy project that is of strategic relevance to an organisation
- Evaluate the relationship between client and consultant.
- Critically evaluate the principles and techniques of effective project management
- Critically appraise, select and apply relevant research techniques to plan, manage, complete and evaluate a consulting project.

### **INDICATIVE CONTENT**

The role of the consultant

- Managing client relationships. Including developing successful relationships, problem recognition, conflict resolution, barriers to successful implementation, management of expectations and risk.
- Developing and structuring a consultancy brief: problem identification, formulating objectives, implementation and control.
- Research principles and approaches
- Negotiation and problem solving
- Project Management techniques
- Digital tools for use in the workplace
- Subject-specific content as required.

### **LEARNING AND TEACHING STRATEGY**

Given that the aims and learning outcomes are to be achieved through independent study, the learning strategy is mainly student-driven; students will be expected to manage and implement their own programme of study throughout the module. However, each student will be allocated a mentor who will see him or her on a regular basis in order to monitor progress and provide support and guidance.

In addition to the subject-specialist advice provided by the mentor, throughout the remainder of the year there will be occasional seminars to provide the general support for the development and structure of the consultancy project documentation and IT workshops to support computer analysis of data, etc. Guidelines and progress deadlines will be given to students at appropriate times during the module in order to facilitate continued progress. Details of all Consultancy project procedures and processes will be outlined in a Consultancy Project Handbook given to each student at the start of the module.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 10%         |
| Independent learning | 360        | 90%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>400</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Project Rationale  | 2000 words | 20%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Consultancy Report | 6000 words | 60%       |

### Assessment Component 3

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment   | Volume    | Weighting |
|----------------------|-----------|-----------|
| Seminar Presentation | 5 minutes | 20%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 80%         |
| Practical     | 20%         |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                                                       |                                     |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMBM6002</b>                                                                                                                                                       |                                     |
| <b>Module Title</b>   | <b>Consultancy Project</b>                                                                                                                                            |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                                             | <b>Electronic*</b>                  |
| Essential             | Biggs, D., (2010) Management Consulting: A Guide for Students, South-Western                                                                                          | <input type="checkbox"/>            |
| Essential             | Kerzner, H., 2009. <i>Project Management A Systems Approach to Planning, Scheduling, and Controlling</i> 10th ed., Chichester: Wiley.                                 | <input type="checkbox"/>            |
| Essential             | Wickham, L., Wilcock, J (2016) Management Consulting: Delivering an Effective Project, 5 <sup>th</sup> Edition, London, Pearson.                                      | <input type="checkbox"/>            |
| Further               | Cottrell, S. (2011) Critical Thinking Skills: Developing Effective Analysis and Argument, 2 <sup>nd</sup> Ed., Palgrave Study Guides, Palgrave Macmillan: Basingstoke | <input type="checkbox"/>            |
| Further               | <a href="http://www.iconsulting.org.uk/">http://www.iconsulting.org.uk/</a>                                                                                           | <input checked="" type="checkbox"/> |
| Further               | Project Management Journal                                                                                                                                            | <input type="checkbox"/>            |
| Further               | International Journal of Project Management                                                                                                                           | <input type="checkbox"/>            |

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

**MODULE CODE:** BMBM6004  
**TITLE:** Corporate Reporting and Social Responsibility  
**DATED:** 03/07/2019  
  
**LEVEL:** 6  
**CREDITS:** 20  
  
**JACS CODE:** N400

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### **AIM(S)**

To apply knowledge and skills in the application and evaluation of financial reporting principles and practices in a range of business contexts and situations.

### **LEARNING OUTCOMES**

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

- Prepare the financial statements of groups of entities in accordance with relevant accounting standards.
- Appraise the financial performance and position of entities.
- Evaluate and discuss the application of various accounting standards.
- Critically review the impact of environmental, social and ethical factors on performance measurement

### **INDICATIVE CONTENT**

- Financial reporting framework
- Ethical framework
- Environmental and social reporting
- Sustainability
- Various accounting standards including those related to :
  - Fixed assets
  - Retirement benefits
  - Taxation
  - Off balance sheet finance
  - Ratio and trend analysis
  - Group foreign currency translation
  - Group cash flow statements

### **LEARNING AND TEACHING STRATEGY**

Workshops will introduce the students to the concepts, principles and practices of corporate reporting. A variety of case-studies and problems will be the medium by which students will be introduced to practical real world examples which will be used to support the application, discussion, analysis and critical evaluation of theories, models and techniques learned.

Selected readings, examples and digital resources will further support learning to ensure a firm underpinning of knowledge and provide additional opportunities for reflection and collaborative construction of understanding of shared experiences and concepts.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 30%

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Business Report    | 1500 words | 30%       |

### Assessment Component 2 – 70%

☒ Written exam      ☐ Coursework      ☐ Practical

| Mode of assessment | Volume  | Weighting |
|--------------------|---------|-----------|
| Exam               | 3 hours | 70%       |

This module is in accord with ACCA requirements

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 70%         |
| Coursework    | 30%         |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## READING LIST

|                       |                                                                                                                                                  |                                     |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <b>Module Code</b>    | <b>BMBM6004</b>                                                                                                                                  |                                     |
| <b>Module Title</b>   | <b>Corporate Reporting and Social Responsibility</b>                                                                                             |                                     |
| <b>Classification</b> | <b>Reading List entry</b>                                                                                                                        | <b>Electronic*</b>                  |
| Essential             | BPP Learning Media (2017) ACCA P2 Corporate Reporting (International & UK): Study Text, BPP Learning Media                                       | <input type="checkbox"/>            |
| Essential             | Elliot B and Elliot J (2015) (17 <sup>th</sup> Ed). Financial Accounting and Reporting, London: Financial Times-Prentice Hall                    | <input type="checkbox"/>            |
| Further               | Cotter D (2015) Cases and Solutions in International Financial Reporting (4 <sup>th</sup> Ed) Chartered Accountants Ireland                      | <input type="checkbox"/>            |
| Further               | Finch C (2012) (3 <sup>rd</sup> Ed) A Student's Guide to International Reporting Standards, Kaplan                                               | <input type="checkbox"/>            |
| Further               | Dunn J and Stewart M (2015) Advanced Financial Reporting and Analysis John Wiley and Sons                                                        | <input type="checkbox"/>            |
| Further               | Gray R, Adams C and Owens D (2105) Accountability, Social Responsibility and Sustainability: Accounting for Society and the Environment, Pearson | <input type="checkbox"/>            |
| Further               | Nobes and Parker (2012) Comparative International Accounting London: Prentice Hall                                                               | <input type="checkbox"/>            |
| Journal               | Accountancy                                                                                                                                      | <input type="checkbox"/>            |
| Journal               | Accountancy Age                                                                                                                                  | <input type="checkbox"/>            |
| Journal               | British Accounting Review                                                                                                                        | <input type="checkbox"/>            |
| Journal               | The Financial Times                                                                                                                              | <input type="checkbox"/>            |
| Website               | <a href="http://www.accaglobal.com">www.accaglobal.com</a>                                                                                       | <input checked="" type="checkbox"/> |
| Website               | <a href="http://www.cimaglobal.com">www.cimaglobal.com</a>                                                                                       | <input checked="" type="checkbox"/> |
| Website               | <a href="http://www.icaew.co.uk">www.icaew.co.uk</a>                                                                                             | <input checked="" type="checkbox"/> |
| Website               | <a href="http://www.frc.org.uk/">http://www.frc.org.uk/</a>                                                                                      | <input checked="" type="checkbox"/> |

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

**MODULE CODE:** BMBM6007  
**TITLE:** Financial Management  
**DATED:** 03/07/2019

**LEVEL:** 6  
**CREDITS:** 20

**JACS CODE:** N340

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### **AIM(S)**

- To provide students with a systematic understanding of the fundamental financial management techniques;
- To enable students to develop an analytical approach to financial strategy and the attainment of corporate financial objectives.

### **LEARNING OUTCOMES**

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

- Apply and critically evaluate the relevant theoretical frameworks and models of financial management.
- Evaluate, apply and critically discuss various methods and techniques relating to the financing of a business.
- Apply and critically appraise various theoretical models of corporate value, the cost of capital and financial structure.

### **INDICATIVE CONTENT**

- The objectives of the firm, theories of ownership and control, stakeholder theory, dividend policy and the efficient market hypothesis.
- Models used in the appraisal of capital projects, including the implications of capital rationing.
- Analysis of the financial structure of an organisation and the various theoretical models that relate to corporate value.
- Efficient management and control of working capital within an organisation.
- Management of interest rate risk and foreign currency risk.

### **LEARNING AND TEACHING STRATEGY**

The study time for the module is divided as follows:

| <b>Activity type</b> | <b>Hours</b> | <b>Percentage</b> |
|----------------------|--------------|-------------------|
| Scheduled learning   | 48           | 24%               |
| Independent learning | 152          | 76%               |
| Placement learning   | 0            | 0                 |
| <b>TOTAL</b>         | <b>200</b>   | <b>100%</b>       |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam                      ☒ Coursework                      ☐ Practical

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

### Assessment Component 2

(Tick one)

☒ Written exam                      ☐ Coursework                      ☐ Practical

| Mode of assessment | Volume  | Weighting |
|--------------------|---------|-----------|
| Examination        | 3 Hours | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50          |
| Coursework    | 50          |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

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

## READING LIST

| Module Code    | <b>BMBM6007</b>                                                                                    |                          |
|----------------|----------------------------------------------------------------------------------------------------|--------------------------|
| Module Title   | <b>Financial Management</b>                                                                        |                          |
| Classification | Reading List entry                                                                                 | Electronic*              |
| Essential      | Arnold,G.(2012) Corporate Financial Management,2Ed,London,Pearson.                                 | <input type="checkbox"/> |
| Essential      | Samuels,J and Wilkes,F (2013) 6 <sup>th</sup> Ed, London, Thomson                                  | <input type="checkbox"/> |
| Further        | Atril,P. (2011) Financial Management for Decision Makers, 8 <sup>th</sup> Ed, London, Pearson.     | <input type="checkbox"/> |
| Further        | Mclaney,E.(2011) Business Finance, 8 <sup>th</sup> Ed, London, Pearson.                            | <input type="checkbox"/> |
| Further        | Pike,R. and Neale,B. (2015) Corporate Finance and Investment, 7 <sup>th</sup> Ed, London, Pearson. | <input type="checkbox"/> |

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

**MODULE CODE:** BMBM6015  
**TITLE:** Strategic Management and Sustainability  
**DATED:** 03/07/2019

**LEVEL:** 6  
**CREDITS:** 20

**JACS CODE:** N211

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#### **AIM(S)**

- To provide students with an opportunity to identify, discuss and analyse external and internal economic forces and assess their impact on strategic decision-making processes in organisations across various industries.
- To enable students to critically investigate modern organisations based on different strategic models including strategy formulation and implementation within the boundaries of sustainable requirements.

#### **LEARNING OUTCOMES**

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

- Apply relevant strategic and economic models in order to assess the impact of current economic conditions on its strategies.
- Analyse the major forces shaping the current business environment and critically assess their impact on the development of corporate and business level strategy.
- Assess markets in action based on micro-economic and macro-economic foundations, including different market structures and their influence on firm strategy.

#### **INDICATIVE CONTENT**

- Fundamental micro-economic concepts such as supply and demand, elasticities and cost structures
- Essential macro-economic theory and the discussion of various economic performance indicators
- Different market structures, such as monopoly, oligopoly, perfect competition, monopolistic competition and their impact on strategy development.
- The strategy process - the nature of Strategic Management and Sustainability, the strategy process, the strategic context, and the role of the management structure.
- Organisational Vision, Mission, aims and objectives
- Diagnosing and analysing strategic capability – using models such as Porter's Five Forces, PESTEL etc, in order to analyse multiple markets, industries and environment.
- Internal environmental analysis, resources and capabilities; the resource-based view of the firm – The analysis of the environment and strategy issues in key regions of the world – The situational analysis (the SWOT vs. TOWS matrices).
- Basic Strategic Management and Sustainability tools relevant for an internal analysis of organisations, such as Porter's Generic Strategies, Boston Consulting Group Matrix, Value Chain
- Strategy formulation - Functional and business level strategies, strategic positioning, competitive advantage, Generic Strategies, The Strategy Clock – Corporate level strategies – growth, direction, Ansoff's Matrix - Limited vs. substantive growth strategies (diversification, integration, mergers and acquisitions).

- Strategy Implementation - Structures and control systems in an international context and entry routes to foreign markets.
- Sustainability - The impact of the ecological environment on business strategy

## LEARNING AND TEACHING STRATEGY

Student-centred learning strategies will be employed to ensure a balance of theory and practice. A mix, therefore, of facilitated learning sessions, seminars, tutorials and workshops will be utilized to allow an interactive learning experience for the student. Issues relating to the concepts, theories and techniques associated with Strategic Management and Sustainability are suited to delivery during weekly sessions. Facilitated learning sessions will introduce the ideas and will allow students to engage in discussion on the application of these ideas to practical situations. Further exploration and application to real life practical, pathway specific situations and case studies, will occur during tutorials, seminars and workshops. In tutorials and workshops, students will work in groups and expand discussions in areas that are relevant to the opportunities and ideas that have been developed. Seminar presentations will be required, related to key areas of the syllabus. During tutorials and workshops, students will also have the opportunity and encouragement to apply the relevant issues to the given case organisation, and gain individual, formative feedback regarding them.

Teaching sessions will be interactive and will involve students in practical exercises, case study analysis and discussions. This will facilitate the development of analytical, evaluation, communication, team and leadership skills through self-directed discovery and peer assisted learning. The course will be augmented by online reviews, articles, readings, videos and discussions as appropriate.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   | 0          | 0           |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

*(Tick one)*

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume          | Weighting |
|--------------------|-----------------|-----------|
| Report             | 3,000 words max | 50%       |

### Assessment Component 2

*(Tick one)*

☒ Written exam      ☐ Coursework      ☐ Practical

| Mode of assessment | Volume | Weighting |
|--------------------|--------|-----------|
| Exam               | 2 hour | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50          |
| Coursework    | 50          |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

### READING LIST

| Module Code    | BMBM6015                                                                                                             |                                     |
|----------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Strategic Management and Sustainability                                                                              |                                     |
| Classification | Reading List entry                                                                                                   | Electronic*                         |
| Essential      | Johnson, G, Scholes, K and Whittington, R (2015) Exploring Corporate Strategy: Text and Cases, London: Prentice Hall | <input checked="" type="checkbox"/> |
| Essential      | Morrison, J. 2016 The Global Business Environment. 4 <sup>th</sup> ed. Palgrave                                      | <input checked="" type="checkbox"/> |
| Essential      | Sloman, J, Garratt, D, Guest, J & Jones, E. (2016) Economics for Business. 7 <sup>th</sup> ed. Pearson               | <input checked="" type="checkbox"/> |
| Essential      | Thompson, J and Martin, F (2012) Strategic Management and Sustainability: Awareness and Change, London: Thomson      | <input checked="" type="checkbox"/> |
| Further        | Griffin, R. and Putstay, M. 2015 International Business, Global edition, Pearson                                     | <input checked="" type="checkbox"/> |
| Further        | Griffiths, A and Wall, A (2011) Economics for Business and Management, Pearson                                       | <input checked="" type="checkbox"/> |
| Further        | Hamilton, L. and Webster, P. 2012 The International Business Environment, New York, Oxford University Press          | <input checked="" type="checkbox"/> |
| Further        | Johnson, G, Scholes, K and Whittington, R (2010) Fundamentals of Strategy, London: Prentice Hall                     | <input checked="" type="checkbox"/> |
| Further        | Porter, M. (2004) Competitive Advantage – Creating and Sustaining Superior Performance, London: Harper Collins       | <input type="checkbox"/>            |
| Further        | Applied Economics                                                                                                    | <input checked="" type="checkbox"/> |
| Further        | Business Economics, Springer Link                                                                                    | <input checked="" type="checkbox"/> |
| Further        | British Economy                                                                                                      | <input checked="" type="checkbox"/> |
| Further        | Business Week                                                                                                        | <input checked="" type="checkbox"/> |
| Further        | Cambridge Journal of Economics                                                                                       | <input checked="" type="checkbox"/> |
| Further        | Economic Journal                                                                                                     | <input checked="" type="checkbox"/> |
| Further        | Economic Outlook                                                                                                     | <input checked="" type="checkbox"/> |
| Further        | Journal of Management Studies                                                                                        | <input checked="" type="checkbox"/> |
| Further        | Management Today                                                                                                     | <input checked="" type="checkbox"/> |
| Further        | McKinsey Quarterly                                                                                                   | <input checked="" type="checkbox"/> |
| Further        | Oxford Economic Papers                                                                                               | <input checked="" type="checkbox"/> |
| Further        | Oxford Review of Economic Policy                                                                                     | <input checked="" type="checkbox"/> |
| Further        | Review of Environmental Economics and Policy, Oxford                                                                 | <input checked="" type="checkbox"/> |
| Further        | Socio-Economic Review, Oxford                                                                                        | <input checked="" type="checkbox"/> |
| Further        | Strategic Management and Sustainability Journal                                                                      | <input checked="" type="checkbox"/> |

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

**MODULES relating to  
Business 2014 Validated Programmes  
2019/20 delivery for Level 6 “teach-out”**

|                     |                                                 |
|---------------------|-------------------------------------------------|
| <b>MODULE CODE:</b> | <b>M6X00873</b>                                 |
| <b>MODULE CODE:</b> | <b>SBUS6101</b>                                 |
| <b>TITLE:</b>       | <b>Contemporary Human Resources in Practice</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                               |
| <b>LEVEL:</b>       | <b>6</b>                                        |
| <b>CREDITS:</b>     | <b>20</b>                                       |
| <b>JACS CODE:</b>   | <b>N600</b>                                     |

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### **AIM(S)**

To provide students with an understanding of contemporary human resource issues in organisations and inform them of human resource management strategies, policies and practices that improve organisational and employee performance and engagement.

### **LEARNING OUTCOMES**

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

1. Systematically evaluate contemporary issues in human resource management in organisations.
2. Design effective performance management policies and practices using appropriate performance management techniques, rewards and sanctions to improve organisational and employee performance
3. Explore the critical contribution of employee engagement as a route to strategic, reputational and competitive excellence within a high-performance working environment

### **INDICATIVE CONTENT**

- Strategic formulation in HRM and the need for competitive advantage. Theoretical perspectives of strategic human resource management – best fit, best practice, the resource based view and human capital/social capital. Human resource strategy and sustainable performance. Labour market strategies. Globalisation: quality, diversity and culture. Strategic implementation: Issues and problems.
- The role of HRM in improving organisational performance. The need for high performance management. The contribution and roles of participants in the performance management process i.e. human resource specialists, line managers, team members and individual employees.
- The continual performance management cycle. Linking individual and team performance to organisational performance e.g. the balanced scorecard. The contribution of the performance management process to promoting challenges, capability and recognising and rewarding talent. Involving line managers in the high performance management journey in building a high performance culture and customer value. The link between performance management and employee wellbeing.

- The development of high performance work organisations (HPWOs) in the UK and internationally. How HPW can contribute to the achievement of organisational objectives e.g. productivity, profit, innovation, labour turnover, employee and customer satisfaction, etc. Barriers to sustaining HPWOs.
- High-commitment management, high-involvement management, flexible production systems and innovative work systems. The cognitive, affective and behavioural dimensions of employee engagement. The connections between employee engagement, social responsibility, change management and knowledge management. The problems of developing sustainably high levels of workforce engagement. The emergence of employee engagement as a key priority for HPWOs. The role of employee engagement as a route to sustainable, strategic, reputational and competitive excellence.

## LEARNING AND TEACHING STRATEGY

Teaching will be via lectures that will address the knowledge content needed to meet the outcomes of the module and seminar groups will examine the relevance of contemporary issues in human resource management theory and practice. Student understanding will be focused through key theoretical models, analytical and conceptual tools and organisational experiences primarily through the use of the case study method, research based exercises and video materials. Via these methods students will be encouraged to tackle problems that arise from the strategic importance of improving organisational performance and employee engagement. Students will also be asked to think constructively, engage actively by reflecting on their learning.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25          |
| Independent learning | 150        | 75          |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

*Description of each assessment component and its weighting, together with an example for new forms of assessment:*

### Assessment Component 1 – 50%

Written. Essay. 2,000 words.

Using appropriate theoretical frameworks the student will provide a systematic analysis of a contemporary strategic HR issue e.g. employee engagement.

### Assessment Component 2 – 50%

Coursework: Business report. 2,000 words.

Using appropriate theoretical models the student will provide systematic evaluation of a performance management issue addressing issues of implementation and provide appropriate SMART recommendations to overcome them.

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written       |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## BIBLIOGRAPHY

### Essential

Truss, Catherine, et.al. (2012) *Strategic Human Resource Management*, Oxford: Oxford University Press

### Recommended

Armstrong, M. (2006) *Performance management: key strategies and practical guidelines*. 3rd ed. London: Kogan Page.

Millmore, M. Lewis, P., Saunders, M., Thornhill, A. and Morrow, T. (2007) *Strategic Human Resource Management: Contemporary Issues*, London: Prentice Hall/Financial Times.

Boxall Peter and Purcell John (2011) *Strategy and Human Resource Management*, Basingstoke: Palgrave MacMillan

Holbeche, L. (2005) *The high performance organisation: creating dynamic stability and sustainable success*. Oxford: Elsevier Butterworth Heinemann.

### Background

Armstrong Michael (2011) *Armstrong's Handbook of Strategic Human Resource Management: A Guide to Action*, 5th Ed, London: Kogan Page

Armstrong Michael and Baron Angela (2007) *Strategic HRM* London: Chartered Institute of Personnel and Development

Boselie, Paul (2010) *Strategic human resource management: a balanced approach*, London: McGraw-Hill Higher Education.

Cascio, Wayne F. and Boudreau, John W. (2012) *Short introduction to strategic human resource management*, Cambridge: Cambridge University Press.

Daley Dennis M (2002) *Strategic Human Resource Management: People and Performance Management in the Public Sector*, London: Prentice Hall

Mello Jeffrey A (2014) *Strategic Human Resource Management*, Cincinnati, Ohio: South-Western College Pub

Mello Jeffrey A (2005) *Strategic Human Resource Management*, Cincinnati, Ohio: South-Western College Pub

Millmore, M. Lewis, P., Saunders, M., Thornhill, A. and Morrow, T. (2007) *Strategic Human Resource Management: Contemporary Issues*, London: Prentice Hall/Financial Times.

Schuler Randall S and Jackson Susan E (Eds) (2007) *Strategic Human Resource Management*, Oxford: Blackwell

Storey, J and Wright, P. (2008) *The Routledge companion to strategic human resource management*, London: Routledge

Storey, J and Wright, P. (2009) *The Routledge companion to strategic human resource management*, London: Routledge

The Aston Centre for Human Resources, (2008) *Strategic Human Resource Management: Building research based practice*, London: Chartered Institute of Personnel and Development

#### Journals

Personnel Review

Human Resource Management Journal

British Journal of Industrial Relations

International Journal of Human Resource Management

Journal of Management Studies

Strategic Management Journal

#### Websites

[cipd.co.uk](http://cipd.co.uk)

|              |                                             |
|--------------|---------------------------------------------|
| MODULE CODE: | M6X00874                                    |
| MODULE CODE: | SBUS6102                                    |
| TITLE:       | Contemporary Issues in Marketing Management |
| DATED:       | 11/02/2014                                  |
| LEVEL:       | 6                                           |
| CREDITS:     | 20                                          |
| JACS CODE:   | N590                                        |

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### AIM(S)

- This module will facilitate a students' ability to take a strategic perspective of the impact of emerging themes on organisations at a *sectorial* or *industry* level.
- It will equip students with the knowledge they need to build an in-depth understanding of the key emerging themes impacting on organisations in both today's and tomorrow's dynamic and changeable business environment.
- It will ensure students have exposure to the latest thinking from a variety of disciplines.

### LEARNING OUTCOMES

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

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

1. Critically evaluate a range of key emerging themes and make an assessment of their significance for a specific sector or industry.
2. Propose strategic responses, which reflect contemporary practice and demonstrate creativity, to the key emerging themes judged to have the greatest potential impact on a specific sector.

### INDICATIVE CONTENT

- The need to monitor the environment and its impact on marketing thought and activity and the need for change.
- Changes in political governance systems and political focus (devolution and network governance).
- Contemporary economic opportunities/challenges (credit crunch).
- Social change at local and global levels (changing demographics, migration, health and obesity).
- Emerging technologies (social networking, alternative energy technologies, and nanotechnology).
- Environmental challenges (climate change, waste and pollution).
- Changes in consumer behaviour (customer power, ethical consumption, internet and social networking applications).
- Changes in nature/structure of competition and nature/structure of supply chains (strategic alliances, collaboration and co-opetition).
- Methods of forecasting/predicting change (scenario planning, impact/risk assessment)
- Importance of emerging themes (use of relevant frameworks to analyse impacts at sectoral/sectorial or industry level e.g. Porter's Five Forces Model).
- New ground (guerrilla marketing, digital marketing and digital business functions).

- Contemporary business strategies (how business has changes over the last 30 years and what may happen in the future).
- Sources of data and intelligence (the importance of gathering data from management and marketing information systems, which can be used to make strategic decisions).

## LEARNING AND TEACHING STRATEGY

To achieve the learning outcomes for this module, students are required firstly to critically evaluate a range of key emerging themes and make a critical assessment of their significance for a specific sector or industry and secondly to propose strategic responses, which reflect contemporary practice and demonstrate creativity, to the key emerging themes judged to have the greatest potential impact on a specific sector.

This module, therefore, gives students opportunities to demonstrate self-direction and initiative (with some support from the lecturer), and to take individual responsibility for the direction of their own learning. This is reflected in the teaching and learning strategy implemented.

Lectures will introduce conceptual, theoretical issues and key ideas and will allow students to engage in discussion on the application of the theoretical concepts to practical situations. However, for the exploration of these topics and their application to real life practical, pathway-specific situations and case studies, tutorials and workshops are the most appropriate strategy.

During tutorials and workshops, students will develop and manage their own activities, to produce a project to develop a contemporary and creative strategic marketing and business response, with facilitation and formative feedback from the lecturer.

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

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25%         |
| Independent learning | 150        | 75%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

*Description of each assessment component and its weighting, together with an example for new forms of assessment:*

### Assessment Component 1 – 50%

Outcome 1 requires that the student critiques an academic article that critically evaluates a range of key emerging themes and makes a critical assessment of their significance for a specific sector or industry (approximately 2,000 words).

### Exemplar

### Task details

Write an academic essay which critically analyses the article 'Virality in social media: the SPIN Framework' (Mills, 2012), and assesses the impact social media and viral marketing might have on the film industry worldwide.

Your answer should complete the following tasks:

1. Define and explain the following terms in your own words, but with supporting evidence from credible academic sources:
  - Social Media
  - Viral Marketing
2. Critically analyse the 'SPIN' framework presented in the article with reference to relevant academic literature and industry examples.
3. Evaluate the impact of social media and viral marketing on stakeholders in the film industry using evidence from a range of appropriate sources and examples to support your argument.
4. Present your conclusions on how managers within the industry will need to respond to these issues, providing justification for your recommendations.

### Assessment Component 2 – 50%

To achieve outcome 2, the student will be required to work as an individual to produce a project (with some negotiation) to develop a contemporary and creative strategic marketing and business response to a prioritised emerging theme (equivalent to 2,000 words).

### Exemplar

Your tasks for this assignment are to:

1. produce a project which recommends an appropriate strategic response for the toys and games industry to one of the emerging themes discussed in the course, and;
2. produce a short personal reflection on your experiences in producing your project.

Possible formats might include a report, proposal, planning document, project plan, PowerPoint presentation/pitch, web based portfolio or primary research project.

You should select one of the issues listed below as the theme for your project.

- Globalisation
- Sustainable Marketing/ Green marketing
- Social Marketing
- Data Driven Marketing
- Social Media Marketing
- Mobile Marketing
- Word of Mouth Marketing
- Viral Marketing
- Search Engine Marketing
- Ambush Marketing
- Guerrilla marketing

- Complexity in management
- Innovation and/or New product development

## PART 1 Project

Your project should:

1. Demonstrate a critical understanding of the issue you have chosen, with evidence of wide reading (appropriately referenced) of a range of credible sources.
2. Demonstrate your understanding of the toys and games industry, with evidence of research (appropriately referenced) from a range of credible sources.
3. Provide a critical evaluation of the impact (and/or potential impact) of the theme(s) on the industry/sector in question.
4. Provide a recommended strategic response to the issue justified with evidence from your research.

Additional marks will be awarded for the creativity and professionalism of your project's presentation and the quality of your research and referencing.

Your project should include a list of references formatted in Harvard/APA style and all sources should be accurately referenced throughout.

There is considerable flexibility in the format of this assessment. Students may submit materials in a range of formats, and are encouraged to combine formats creatively. However, it is crucial that students focus on completing the tasks described in the task section above and on meeting the learning outcome for this assessment.

Examples of some of the formats that might be used for this project are:

- Report
- Proposal
- Planning document/project plan
- PowerPoint Presentation/pitch
- Web-based portfolio
- Primary research project

## PART 2 Personal Reflection

In addition to the main project work, students should submit a personal reflection detailing their experience of working on this project, how they managed their learning and evaluating their own performance.

Your personal reflection (approx. 250 words) should describe your approach to the project, evaluate your own performance, and consider what you have learned and/or what you might do differently in undertaking

### Length

Approximately 2000 words (+/- 10%) or equivalent for other formats.

Please note this is a guide only – students are required to produce a project appropriate to the task and use their judgement on length and detail required in order to meet the requirements of the assignment.

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## BIBLIOGRAPHY

### Essential

Parsons, E and Maclaran, P (2009) Contemporary Issues in Marketing and Consumer Behaviour, Oxford: Butterworth Heinemann

[Tadajewski, M. & Brownlie, D. \(2008\) Critical Marketing: Issues in Contemporary Marketing, Chichester: John Wiley and Sons Ltd](#)

Toffler, A and Toffler, H (2006) Revolutionary Wealth, New York: Knopf

### Recommended

Moore, K and Hebert, L (2008) Strategy and Globalisation London: Sage

Porter, M E (2004) Competitive Strategy: Techniques for Analysing Industries and Competitors, New York: Free Press

Palmer, A and Hartley, B (2008) The Business Environment, Maidenhead: McGraw-Hill

### Background

Tapscott, D and Williams, A D (2010) Wikinomics: How Mass Collaboration Changes Everything, New York: Atlantic Books

Weber, L (2011) Marketing to the Social Web: How Digital Customer Communities Build Your Business, London: John Wiley and Sons

### Journals

#### Futurist

International Journal of Technology Management

Journal of Consumer Marketing

Journal of Marketing Management

Journal of Macromarketing

Strategic Direction

## **Websites**

<http://www.bbc.co.uk>  
<http://www.bigpicture.tv>  
<http://www.blogthings.com>  
<http://www.cim.co.uk>  
<http://www.foe.co.uk>  
<http://www.parliament.co.uk>

**MODULE CODE:** M6X00876  
**MODULE CODE:** SBUS6103  
**TITLE:** Corporate Governance and Social Responsibility  
**DATED:** 11/02/2014

**LEVEL:** 6  
**CREDITS:** 20

**JACS CODE:** N100

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### **AIM(S)**

Apply relevant knowledge, skills and judgement to governance and social responsibility in the context of an overall ethical framework.

### **LEARNING OUTCOMES**

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

1. Apply and critically evaluate the relevant theoretical framework and models of governance and responsibility.
2. Demonstrate the application of judgement and values through an ethical framework that is in the best interests of society.

### **INDICATIVE CONTENT**

- Scope and approaches to governance.
- Agency relationships and theories.
- Social responsibility and citizenship.
- Ethical theories.
- Codes of ethics
- Social and environmental issues.
- Sustainability.

### **LEARNING AND TEACHING STRATEGY**

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

The allocation of teaching to deliver the module is:

| <b>Activity type</b> | <b>Hours</b> | <b>Percentage</b> |
|----------------------|--------------|-------------------|
| Scheduled learning   | 50           | 25%               |
| Independent learning | 150          | 75%               |
| Placement learning   |              |                   |
| <b>TOTAL</b>         | <b>200</b>   | <b>100%</b>       |

## **ASSESSMENT**

### **Assessment Component 1 – 50%**

Assessment component one requires the student to work as an individual to research, write and structure an assignment (2000 words max) that that will require synthesis of theoretical material and its practical application within the context. The aim of the assessment will be to enable students to apply theoretical concepts and models to real life situations.

### **Assessment Component 2 – 50%**

Assessment component two requires the student to work as an individual to research, write and structure a report (2000 words max) will require synthesis of theoretical material and its practical application within the context. The aim of the assessment will be to enable students to demonstrate the application of judgement and values ethically in real life situations.

### **Assessment Summary**

| <b>Activity type</b> | <b>Percentage</b> |
|----------------------|-------------------|
| Written exam         |                   |
| Coursework           | 100%              |
| Practical            |                   |
| <b>TOTAL</b>         | <b>100%</b>       |

## **BIBLIOGRAPHY**

### **Essential**

Padgett C (2012) Corporate Governance Basingstoke: Palgrave Macmillan

Crane A, McWilliams A, Matten D, Moon J and Siegel D S (2009) The Oxford Handbook of Corporate Social Responsibility Oxford: Oxford University Press

Bowie N and Werhane P (2006) Management Ethics Oxford: Blackwell

### **Recommended**

Aras G and Crowther D (2012) Business Strategy and Sustainability Bingley: Emerald

Crane A, Matten D and Spence J S (2007) Corporate Social Responsibility: Readings and Cases in a Global Context. Abingdon: Routledge

Crane A and Matten D (2010) Business Ethics Oxford: Oxford university Press

### **Background**

Crane A and Matten D (2010) Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization Oxford: Oxford University Press

Blowfield M and Murray A (2011) Corporate Responsibility Oxford: Oxford University Press

Hosmer LT (2011) The Ethics of Management New York: McGraw Hill

Keasey K, Thompson S and Wright M (1997) Corporate Governance: Accountability, enterprise and international comparisons Oxford: Oxford University Press

Luo Y (2006) Global dimensions of Corporate Governance Oxford: Blackwell

Pohl M and Tolhurst N (2006) Responsible Business Chichester: Wiley

### **Journals**

Corporate Governance

International Journal of Corporate Governance

International Journal of Disclosure and Governance

Journal of Management and Governance

Business and Professional Ethics

Business Ethics – A European Review

Business Ethics Quarterly

Journal of Business Ethics

### **Websites**

[www.bsr.org](http://www.bsr.org)[www.business-ethics.com](http://www.business-ethics.com)

[www.ethics.org/etwork](http://www.ethics.org/etwork)

[www.ethics.ubc.ca](http://www.ethics.ubc.ca)

[www.etnor.org/eben](http://www.etnor.org/eben)

[www.gci.org.uk](http://www.gci.org.uk)

|                     |                                                      |
|---------------------|------------------------------------------------------|
| <b>MODULE CODE:</b> | <b>M6X00877</b>                                      |
| <b>MODULE CODE:</b> | <b>SBUS6105</b>                                      |
| <b>TITLE:</b>       | <b>Corporate Reporting and Social Responsibility</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                                    |
| <b>LEVEL:</b>       | <b>6</b>                                             |
| <b>CREDITS:</b>     | <b>20</b>                                            |
| <b>JACS CODE:</b>   | <b>N422</b>                                          |

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### **AIM(S)**

To apply knowledge and skills in the application and evaluation of financial reporting principles and practices in a range of business contexts and situations.

### **LEARNING OUTCOMES**

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

1. Prepare the financial statements of groups of entities in accordance with relevant accounting standards.
2. Appraise the financial performance and position of entities.
3. Evaluate and discuss the application of various accounting standards.
4. Critically review the impact of environmental, social and ethical factors on performance measurement.

### **INDICATIVE CONTENT**

- Financial reporting framework
- Ethical framework
- Environmental and social reporting
- Sustainability
- Various accounting standards including those related to :
  - Fixed assets
  - Retirement benefits
  - Taxation
  - Off balance sheet finance
- Ratio and trend analysis
- Group foreign currency translation
- Group cash flow statements

## LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25%         |
| Independent learning | 150        | 75%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 30%

The student will be required to write a 1500 word business report on an environmental, social or ethical issue.

### Assessment Component 2 – 70%

Students will be assessed by a 3 hour examination. The choice of assessment strategy is constrained by the requirements of the professional accounting bodies. In order to gain exemption from the corresponding paper of the professional exams, students are required to have been assessed by means of a time constrained exam.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Coursework    | 30%         |
| Written exam  | 70%         |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## BIBLIOGRAPHY

### Essential

Black G (2003) Student's Guide to Accounting and Financial Reporting Standards, (14<sup>th</sup> Ed),. London: Financial Times-Prentice Hall

Elliot B and Elliot J (2013) Financial Accounting and Reporting, London: Financial Times-Prentice Hall

### Recommended

Alexander D and Britton A (2004) Financial Reporting, Thomson Learning

Baker R E (2011) Advanced Financial Accounting McGraw-Hill Education

Blake J (2000) Accounting Standards London: Pitman

### **Background**

Gray R (2001) Accounting for the Environment Chapman Hall

Lewis R and Pendrill D (2009) Advanced Financial Accounting Financial Times-Prentice Hall

Nobes and Parker (2012) Comparative International Accounting London: Prentice Hall

### **Journals**

Accountancy

Accountancy Age

Accounting and Business Research – e access

British Accounting Review

The Financial Times

### **Websites**

[www.accaglobal.com](http://www.accaglobal.com)

[www.cimaglobal.com](http://www.cimaglobal.com)

[www.icaew.co.uk](http://www.icaew.co.uk)

[www.cipfa.org.uk](http://www.cipfa.org.uk)

[www.asb.co.uk](http://www.asb.co.uk)

|                     |                                            |
|---------------------|--------------------------------------------|
| <b>MODULE CODE:</b> | <b>M3X9080</b>                             |
| <b>MODULE CODE:</b> | <b>SBUS6106</b>                            |
| <b>TITLE:</b>       | <b>Critical Perspectives on Management</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                          |
| <b>LEVEL:</b>       | <b>6</b>                                   |
| <b>CREDITS:</b>     | <b>20</b>                                  |
| <b>JACS CODE:</b>   | <b>N200</b>                                |

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### **AIM**

This module aims to explore objectively and critically the role of managers in modern organisations. It utilises social, cultural and normative perspectives to encourage more systemic critiques of conventional theory and practice.

### **LEARNING OUTCOMES**

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

1. Evaluate critical approaches when studying management theory and practice.
2. Judge objectively the differences between mainstream and critical theories of management and develop critical or ethical assessments of concepts underpinning management theory.
3. Analyse problems arising in a select number of contemporary management/organizational topics and themes including, but not limited to, bureaucracy and post bureaucracy, scientific management, team working and ethical decision making and argue coherently for acceptable solutions.
4. Critically review normative and positive decision-making tools integrating ethical perspectives into other corporate objectives. Contrast US, European and Developing World perspectives of Corporate Social Responsibility (CSR).

### **INDICATIVE CONTENT**

- The scope for critical perspectives. The contribution of critical theory to research on management and the management practitioner. The challenge to conventional management education and development from radical, alternative and evolving schools. The systems/control orthodoxy vs. process relational perspective.
- Management entity, process and concept views. Management and insecurity, identity, power, inequality, knowledge and freedom. Critical management.
- Critical perspectives in the workplace. Analysis of management in terms of its social, moral and political significance. Challenging conventional views on motivation, teamwork, bureaucracy, scientific management, management behaviour and misbehaviours, counterproductive behaviours at work, power and politics in organisations.

- Corporate Social 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.
- Corporate citizenship in the context of Anglo-American, International and European perspectives. Globalisation of markets for commerce, employment, regulation and sustainable development. Culture clash and culture assimilation in organisations.

## LEARNING AND TEACHING STRATEGY

Teaching will be via lectures that will address the knowledge content needed to meet the learning outcomes of the module and seminar groups will examine how an understanding of critical management can aid managerial decision-making in practice. Within these formats, student will be required to think constructively about key theoretical and conceptual tools and organisational experiences through the use of case studies, research based exercises, role play, video and internet activities. Via these methods students will be encouraged to deploy a variety of conceptual frameworks and examine, evaluate and analyse a number of essential management issues and activities within a simulated or real life scenario.

Allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25%         |
| Independent learning | 150        | 75%         |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 50%

Management Report (2000 words).

An analytical report to evaluate critical perspectives as a challenge to conventional evaluation. Modernist, Postmodernist or Cultural Studies will inform the development of a range of perspectives to analyse the case study chosen. Each class will be allocated a case organisation for critique. For some classes where it is justified a different case study may be negotiated, by the half way stage of teaching. Students must demonstrate in this request that the alternative case is distinct and has the depth to be able to measure achievement of outcomes and the achievement of the full range of grades.

### Exemplar:

The first assignment will be via a 2,000 word case study assignment which will require the student to analyse a 'management practice' from both orthodox and critical perspectives and to provide alternative interpretations, solutions and recommendation to problems arising from such practice. Students will be encouraged to challenge conventional wisdoms with the critical perspectives studied and to critically evaluate the strength of tradition and the viability of critical perspectives to the real world.

Evaluate relevant sustainability models to apply to an industry of your choice (steel, air travel, care for the elderly, housing, energy generation etc.). Demonstrate how the industry will have to evolve new systems, “products”, mechanisms for delivery and management processes to achieve sustainable goals.

### **Assessment Component 2 – 50%**

The second assignment will be a 2,000 word research based exercise during which the student will be required, for example, to examine and analyse changes in gender relations and their impact on managerial ethics and critically evaluated these changes using the theoretical and conceptual tools available.

### **Exemplar:**

Using comparative cultural analysis choose an industry which sells the same products in different countries. Evaluate the cultural difference and similarities evident and explore motives and strategic drivers which might maintain this scenario or develop increasing or receding differences in policy outcomes.

### **Assessment Summary**

| <b>Activity type</b> | <b>Percentage</b> |
|----------------------|-------------------|
| Written exam         |                   |
| Coursework           | 100%              |
| Practical            |                   |
| <b>TOTAL</b>         | <b>100%</b>       |

### **BIBLIOGRAPHY**

#### **Essential**

Grey, Chris (2012) A very short, fairly interesting and reasonably cheap book about studying organizations, London, Sage.

#### **Background**

Alvesson Mats and Willmott Hugh (2011) Critical Management Studies, London: Sage Pubs

Beauchamp T and Bowie N (2012) Ethical Theory and Business, London: Prentice Hall

Boatright J R (2013) Ethics & the Conduct of Business, New York: Prentice Hall

Carroll A and Buchholtz A. (2014) Business and Society: Ethics & Stakeholder Management, Cincinnati. USA.: South-Western College Publishing

Crane A and Matten D (2010) Business Ethics: Managing Corporate Citizenship and Sustainability in the age of globalisation, Oxford: Oxford University Press

Linstead Stephen (2003) Organization Theory and Postmodern Thought, London: Sage Pubs

Linstead Stephen Fulop Liz Lilley Simon (2009) Management and Organization: A Critical Text, Basingstoke: Palgrave Macmillan

Malachowski Alan (2001) Business Ethics: Critical Perspectives on Business and Management, London: Routledge

Smircich Linda and Calás Marta B (Eds) (1995) Critical Perspectives on Organization and Management Theory, Aldershot: Dartmouth Press

Styhre Alexander (2003) Understanding Knowledge Management: Critical and Postmodern Perspectives, Malmö: Liber: Oslo: Abstrakt

Warwick Organizational Behaviour Staff (2000) Organizational Studies: Critical Perspectives on Business and Management, London: Routledge

Watson, Tony (2006) Organising and Managing Work: organisational, managerial and strategic behaviour in theory and practice, London: Pearson.

### **Journals:**

British Journal of Industrial Relations  
Business & Professional Ethics  
Business and Society  
Business Ethics - A European Review  
Business Ethics Quarterly  
Business Strategy and the Environment  
ENDs Report  
Environment and Resource Economics  
Environment Policy and Practice  
Ethical Performance  
Human Resource Management Journal  
International Journal of Human Resource Management  
Journal of Business Ethics  
Journal of Environmental Management  
Journal of Management Studies  
Philosophy and Social Criticism  
Strategic Management Journal  
The Stakeholder

### **Websites**

[www.bsr.org](http://www.bsr.org)

[www.business-ethics.com](http://www.business-ethics.com)

[www.ethics.org/etwork](http://www.ethics.org/etwork)

[www.ethics.ubc.ca](http://www.ethics.ubc.ca)

[www.etnor.org/eben](http://www.etnor.org/eben)

[www.gci.org.uk](http://www.gci.org.uk)

|                     |                     |
|---------------------|---------------------|
| <b>MODULE CODE:</b> | <b>M3X9083</b>      |
| <b>MODULE CODE:</b> | <b>SBUS6108</b>     |
| <b>TITLE:</b>       | <b>Dissertation</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>   |
| <b>LEVEL:</b>       | <b>6</b>            |
| <b>CREDITS:</b>     | <b>40</b>           |
| <b>JACS CODE:</b>   | <b>N190</b>         |

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### **AIM(S)**

- The dissertation provides an opportunity for students to produce a substantial body of work which has been instigated, developed and produced as a consequence of their own initiative. The dissertation normally arises from individual interest or from a professional internship period, but will require the student to undertake an independent research investigation.
- In this context it will also aim to allow the student to apply a range of analytical skills and techniques and to develop research based skills by undertaking structured and methodical research.

### **LEARNING OUTCOMES**

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

1. Develop a suitable and appropriate research proposal.
2. Appraise critically the literature pertaining to a problem domain.
3. Evaluate, select and apply relevant research techniques in both primary and secondary fields.
4. Analyse rigorously the evidence gathered.
5. Generate and justify appropriate conclusions based on the previous analyses, demonstrating awareness of the limitations of the research.
6. Produce an organised and structured document that adheres to academic convention.

### **INDICATIVE CONTENT**

- Developing and structuring a research proposal: problem identification, formulating aims/hypotheses, sampling, ethical issues and the practicalities of design.
- Research principles and approaches (e.g. the research process, purpose, sources of data including primary/secondary research, quantitative/qualitative data, objective/hypothesis formation, reliability, validity, generalisability)

- Research design strategies, (e.g. action research, experiments, surveys, case studies, ethnography), their advantages and limitations, and their suitability to a variety of research contexts.
- Data collection & sampling methods (e.g. interviews, questionnaires, observation), and their advantages and limitations in a variety of contexts.
- Data analysis of both qualitative and quantitative information, including the use of appropriate computer software, e.g. SPSS, Survey Monkey.
- Development of documentation for academic dissertations.
- Subject-specific content as required.

## LEARNING AND TEACHING STRATEGY

Given that the aims and learning outcomes are to be achieved through independent study, the learning strategy is mainly student-driven; students will be expected to manage and implement their own research programme of study throughout the academic year. However, each student will be allocated a dissertation supervisor who will see him or her on a regular tutorial basis (typically weekly throughout the academic year) in order to monitor research progress and provide support and guidance.

Students will participate in an intensive research methodology programme at the commencement of the module. They will consider the variety of research methodological paradigms in the context of their own research study, which will support their production of a 1,500-2000 word research proposal.

In addition to the subject-specialist advice provided by supervisors, throughout the remainder of the year there will be occasional lectures to provide the general support for the development and structure of the dissertation documentation and IT workshops to support computer analysis of data, etc. Guidelines and progress deadlines will be given to students at appropriate times of the year in order to facilitate continued progress. Details of all dissertation procedures and processes will be outlined in a Dissertation Handbook given to each student at the start of the module.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 10%         |
| Independent learning | 360        | 90%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>400</b> | <b>100%</b> |

## ASSESSMENT

*Description of each assessment component and its weighting, together with an example for new forms of assessment:*

### Assessment Component 1 – 10%

A written research proposal (coursework, 1,500-2000 words) detailing the background to the study, the research objectives, research methods, planning/resources and ethical considerations.

#### Exemplar

Identify an area of study, relevant to your degree pathway, in which you would like to conduct your own research for your BA final year research Dissertation. Produce a dissertation research proposal in which you introduce and justify your chosen research. The document should be approximately 1,500-2,000 words and contain the following sections:

### 1. INTRODUCTION TO THE PROPOSED RESEARCH

- Give your research a working title.
- Describe clearly the background to the subject area of study. This should involve a mini critical review of the literature pertaining to your research topic (diverse sources such as academic, governmental and industrial literature). Ensure that all literature sources identified are referenced correctly (use the Harvard system of referencing, and append a bibliography).
- Provide the reader with an understanding of the field in which your study lies and an idea of where and how your study fits into this field. In other words, you must justify a rationale for the study, based on the literature review. Why is the research worth doing? Is it topical, interesting, controversial and applied in a new context, etc.? Have there been similar studies? Is there a gap?
- If relevant, introduce the industry/organisation/context that is being investigated.
- Define one overarching aim of the study (the research purpose). Construct a series of objectives that specify what you will do to achieve the aim (typically 3 or 4 objectives). The objectives represent major components that direct your activity, i.e. to breakdown the study into identifiable sub-tasks. Ensure that they are SMARTly phrased, incorporating higher order verbs (to analyse..., to evaluate..., to design and develop... etc.).

### 2. RESEARCH METHODS

- Identify and *justify* the research methods that you will use to gather your data and/or evaluate your results. This may include:
  - Research philosophy and approach (positivism or phenomenology? Induction or deduction? Quantitative or qualitative?)
  - Research strategy (action research, experiment, case study, survey, etc.)
  - The study population and sample (who are they, do you have access?)
  - Data collection methods for each objective (interview, questionnaire, observation, document review, etc.).
  - Reliability and validity

- Identify risks/limitations/ethical/legal issues and ways that you might deal with those risks. Append an 'Ethics Approval' form detailing the issues.
- How will you analyse the data/evaluate your results? (e.g. SPSS, Survey Monkey, content analysis, qualitative data matrix etc.)

### 3. RESOURCES & PLANNING

- Identify any **resources** required (computer systems, application packages and specialist equipment, access to journals).
- Construct a Gantt chart that demonstrates evidence of project planning and management. Identify the timescales for each component of the study.

### Assessment Component 2 – 90%

A written Dissertation (coursework, approximately 10,000 words)

Exemplar titles

- Political marketing: policy or propaganda? An evaluation of the motivations of the UK electorate.
- An analysis of the impact of volunteer tourism in the developing world: a case study of Sri Lanka
- A critical analysis of marketing practice at Swansea City Football Club
- Swansea leisure and sports development services: an effective system for sustainability and success?
- A critical analysis of safe gambling in the online environment
- Corporate social responsibility during economic recession: a case study of Primark
- An investigation into the importance of working capital management within the SME sector during economic recession

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

### BIBLIOGRAPHY

#### Essential

Collis, J & Hussey, R (2013), Business Research, A Practical Guide for Undergraduate and Post Graduate Students, 4th Ed., Palgrave Macmillan: London

Saunders, M., Lewis, P. and Thornhill, A. (2012) Research Methods for Business Students, 6<sup>th</sup> Edition, FT/Prentice Hall: Harlow

Veal, A J (2011), Research Methods for Leisure and Tourism, 4th Ed, Financial Times/Prentice Hall: Harlow

### **Recommended**

Bell, J. (2010) Doing Your Research Project: a guide for first time researchers in education, Open University Press: Maidenhead

Cottrell, S. (2011) Critical Thinking Skills: Developing Effective Analysis and Argument, 2<sup>nd</sup> Ed., Palgrave Study Guides, Palgrave Macmillan: Basingstoke

Denscombe, M. (2012) Research Proposals: A Practical Guide, Open University Press: Maidenhead

Greetham, B. (2009), How to Write Your Undergraduate Dissertation - Palgrave Study Skills, Palgrave Macmillan: Basingstoke

Robson, C (2011), Real World Research, 3<sup>rd</sup> Ed, John Wiley and Sons: Chichester

Wood, M. (2003) Making Sense of Statistics: A Non-mathematical Approach, Palgrave Study Guides, Palgrave Macmillan: Basingstoke

### **Background**

Pallant, J. (2013) SPSS Survival Manual: a step by step guide to data analysis using IBM SPSS, Open University Press: Maidenhead

Swetnam, D. And Swetnam R., (2000) Writing Your Dissertation: The bestselling guide to planning, preparing and presenting first-class work, The How to Series: Oxford

Yin, R K, (2013) Case Study Research: Design and Methods, 4<sup>th</sup> Ed., Sage: Beverly Hills.

### **Journals**

Appropriate journals from the BA pathway subject areas and suitable for the dissertation.

### **Websites**

<http://www.socialresearchmethods.net/kb/contents.php>

<http://www.intute.ac.uk/>

[bubl.ac.uk/LINK/r/researchmethods.htm](http://bubl.ac.uk/LINK/r/researchmethods.htm)

[www.esrcsocietytoday.ac.uk/.../research/ResearchMethods/](http://www.esrcsocietytoday.ac.uk/.../research/ResearchMethods/)

<http://managementhelp.org/research/research.htm>

|                     |                                        |
|---------------------|----------------------------------------|
| <b>MODULE CODE:</b> | <b>M6X00879</b>                        |
| <b>MODULE CODE:</b> | <b>SBUS6109</b>                        |
| <b>TITLE:</b>       | <b>Employment Relations and Reward</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                      |
| <b>LEVEL:</b>       | <b>6</b>                               |
| <b>CREDITS:</b>     | <b>20</b>                              |
| <b>JACS CODE:</b>   | <b>N611</b>                            |

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### **AIM(S)**

To provide students with an understanding of contemporary employment relations and reward management in organisations and inform them of the strategies, policies, structures and processes used to develop and sustain employee engagement and organisational performance.

### **LEARNING OUTCOMES**

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

1. Systematically evaluate the conceptual apparatus and theoretical debates informing employment relations and reward management.
2. Resolve employment relations issues effectively through employment relations processes that lead to organisational outcomes of employee engagement and improved performance
3. Devise and sustain arguments to support the adoption of reward systems that attract, retain and motivate employees and improve both employee and organisational performance.

### **INDICATIVE CONTENT**

- Theoretical debates that inform employment relations and reward management.
- Examination of institutional and labour market constraints on strategic choices of employment relations and reward policies and practices.
- The employment relationship; role of the parties and their representatives: the state, employer and employee.
- The management and resolution of workplace conflict and diverse organisational interests.
- Participation in the employment relationship: Employee voice, collective bargaining, negotiation and employee engagement. Economic democracy.
- The total reward approach, intrinsic and extrinsic rewards; fairness, consistency and transparency. Integrating reward with business objectives.
- Policy initiatives in reward management: Equal pay, benefits, and pensions; grade and pay structures; job evaluation schemes; market rates and performance related pay.
- The responses of the employee to managerial strategies of employment relations and reward.

## LEARNING AND TEACHING STRATEGY

The suggested strategies and allocation of teaching hours to deliver the module are:

Teaching will be via lectures which will address the knowledge content needed to meet the outcomes of the module and these will be supplemented by seminar groups which will examine the application of employment relations and reward management in practice. Students will be taught how to think constructively by using the conceptual apparatus in the examination of case studies, research based exercises, role play, video material and practical exercises including procedure, design, handling and execution of employee reward and relations critical issues. Via these methods students will be encouraged to judge dispassionately environmental and organisational strengths and the limitations of the conceptual tools under consideration and to participate and engage actively in learning.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25          |
| Independent learning | 150        | 75          |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

*Description of each assessment component and its weighting, together with an example for new forms of assessment:*

### Assessment Component 1 – 50%

Coursework: Case Study. 2,000 words.

Using appropriate theoretical frameworks the student will provide a systematic analysis of a contemporary scenario of organisational conflict e.g. individual or collective dispute, and provide appropriate recommendations for resolution.

### Assessment Component 2 – 50%

Coursework: Business report. 2,000 words.

Using appropriate theoretical models the student will provide systematic evaluation of a reward strategy or reward implementation problem and provide appropriate recommendations that are logical, viable, scheduled and costed.

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## **BIBLIOGRAPHY**

### **Essential**

Armstrong, Michael (2012) *Armstrong's handbook of reward management practice : improving performance through reward*, 4th ed., London : Kogan Page.

Dundon, Tony and Rollinson, Derek (2011) *Understanding employment relations*, London: Mcgraw Hill

### **Recommended**

Perkins, Stephen and White, Geoffrey (2011) *Reward Management*, London: Chartered Institute of Personnel and Development.

Rose, Ed (2008) *Employment Relations*, 3<sup>rd</sup> Ed., London FT/Prentice Hall

### **Background**

Armstrong, Michael, et.al. (2010) *Evidence-based reward management: creating measurable business impact from your pay and reward practices*, London: Kogan Page

Armstrong, Michael and Helen Murlis (2007) *Reward management: a handbook of remuneration strategy and practice*, London: Kogan Page

Armstrong, Michael and Stephens, Tina (2005) *A handbook of employee reward: management and practice*, London: Kogan Page

Bach, Stephen and Kessler, Ian (2011)<sup>1</sup> *The modernisation of the public services and employee relations: targeted change*, Basingstoke: Palgrave Macmillan

Blyton, Paul and Turnbull, Peter (2004) *The dynamics of employee relations*, 3<sup>rd</sup> Ed., Basingstoke: Palgrave Macmillan.

Bratton, John and Gold, Jeffrey (2012) *Human Resource Management Theory and Practice*, 5<sup>th</sup> ed., Basingstoke: Palgrave Macmillan. Chapter 9

Daniels, Gary and McIlroy, John (eds.) (2010) *Trade Unions in a neoliberal world: British trade unions under New Labour*. London: Routledge.

Daniels, Kathy (2008) *Employee relations in an organisational context: a new approach to industrial relations*, London : Chartered Institute of Personnel and Development

Fairbrother, Peter et al. (eds) (2013) *Transnational trade unionism: building union power*, New York : Routledge.

Gennard, John and Judge, Graham (2010) *Managing Employment Relations*, 5th ed , London: Chartered Institute of Personnel and Development.

Kaufman, Bruce E., Richard A. Beaumont, Roy B. Helfgott, (2003) (Eds) *Industrial relations to human resources and beyond: the evolving process of employee relations management*, Armonk, N.Y.: M.E. Sharpe

Kessler, Ian 'Pay and performance' in: Brian Towers (ed.) (2003) *The Handbook of Employment Relations Law and Practice*, 4<sup>th</sup> edn., London: Kogan Page

Leat, Mike (2006) *Exploring Employee Relations*, 2<sup>nd</sup> Ed., Oxford: Butterworth-Heinemann.

Lucy, Daniel and Broughton, Andrea (2011). *Understanding the behaviour and decision making of employees in conflicts and disputes at work*, London: Department for Business, Innovation & Skills.

Townsend, Keith and Wilkinson, Adrian (eds) (2011) *Research handbook on the future of work and employment relations*, Cheltenham: Edward Elgar.

van Wanrooy, Brigid et. al. (2013) *The 2011 Workplace Employment Relations Study: first findings*. London: Economic and Social Research Council.

White, Geoff. and Druker, Janet (Eds.) (2008) *Reward management: a critical text*, 2<sup>nd</sup> Ed. Abingdon, Oxon; Routledge.

Wilkinson, Adrian and Townsend, Keith (eds) (2011) *The future of employment relations: new paradigms, new developments*, Houndmills, Basingstoke, Hampshire

Williams, Steve and Adam-Smith, Derek (2009) *Contemporary employment relations: a critical introduction*. Oxford: Oxford University Press, 2009.

Wright Angela (2004) *Reward Management in Context*, London: Chartered Institute of Personnel and Development

#### **Journals:**

British Journal of Industrial Relations

Employee Relations

Industrial Relations Journal

Industrial Relations Review and Report

Oxford Review of Economic Policy

The Political Quarterly

Incomes Data Service Publications

#### **Websites**

e-reward.com

cipd.co.uk

|                     |                                  |
|---------------------|----------------------------------|
| <b>MODULE CODE:</b> | <b>M3X9086</b>                   |
| <b>MODULE CODE:</b> | <b>SBUS6110</b>                  |
| <b>TITLE:</b>       | <b>Global Marketing Strategy</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                |
| <b>LEVEL:</b>       | <b>6</b>                         |
| <b>CREDITS:</b>     | <b>20</b>                        |
| <b>JACS CODE:</b>   | <b>N550</b>                      |

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### **AIM(S)**

- This module will provide students with an understanding of the key dimensions of the international and global marketing environment from the perspective of a global marketing strategy.
- It will explore the complexity and diversity facing marketers when operating in the highly competitive world marketplace.
- It will allow the student to develop an understanding of the issues in the greater cultural, political and economic backdrops that influence global marketing decisions and explore the complexity and diversity facing marketers when operating in the highly competitive world market place.
- It will encourage the use of analytical tools essential for choosing and making global market entry decisions; organising and controlling global operations.

### **LEARNING OUTCOMES**

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

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

1. Appraise possible strategies for entering international markets with a view to justifying selection within organisations.
2. Compose an organisation's "best fit" marketing mix for entry into international markets within the constraints and contexts of differing cultures.

### **INDICATIVE CONTENT**

- Scanning the environment: the cultural variable in international marketing - the cultural process, time and space, interactions, mindsets and behaviours.
- The integration of local consumption in a global marketing environment - cross cultural consumer behaviour, local consumers and the globalisation of consumption.
- Cross cultural marketing research – steps in the research process, international challenges, legal and ethical issues.
- Marketing decisions for the intercultural environment - intercultural marketing strategy, standardisation or adaptation.
- Product policy – physical, service, symbolic attributes and managing meaning.
- The critical role of price in relational exchange – influences on price, international price policy basics and the meaning conveyed in price.
- Market entry modes and distribution – factors affecting market entry decisions, deciding which markets to enter and modes of entry.

- Intercultural marketing communications – language, culture and communication, effective communication and eliminating self-reference criteria.
- Intercultural marketing communications – advertising, personal selling, sales promotions, networking and public relations.
- Intercultural marketing negotiations - people, trust and tasks, some elements of the national style of business negotiation.
- Assessing risk and devising appropriate strategies to minimize risk.
- Ethical issues in international marketing practice.

## LEARNING AND TEACHING STRATEGY

Traditional and student-centred learning strategies will be employed to ensure a balance of theory and practice. A mix, therefore, of lectures, seminars, tutorials and workshops will be utilized to allow both a didactic and interactive learning experience for the student. Issues relating to the concepts, theories and techniques associated with assessing the business environment are suited to delivery during weekly lectures. Lectures will introduce the ideas and will allow students to engage in discussion on the application of these ideas to practical situations. However, for the further exploration of these topics and their application to real life practical, pathway specific situations and case studies, tutorials, seminars and workshops are the most appropriate strategy. In tutorials and workshops, students will work in groups and expand discussions in areas that are relevant to the opportunities and ideas that have been developed. Seminar presentations will be required, related to key areas of the syllabus. During tutorials and workshops, students will also have the opportunity and encouragement to apply the relevant issues to the given case organisation, and gain individual, formative feedback regarding them.

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

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25          |
| Independent learning | 150        | 75          |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

*Description of each assessment component and its weighting, together with an example for new forms of assessment:*

### Assessment Component 1 – 50%

Outcome 1 requires that the student to produce a report that demonstrates the ability to coordinate an organisation's marketing mix for entry into global markets whilst appreciating the cultural forces, which may influence decisions. The report will require synthesis of theoretical material and its practical application within the context of a given case organisation (50% weighting, approximately 2,000 words).

## Exemplar

### Your Role

You have been appointed as a Marketing Manager you are tasked with identifying the possible *options for entry* in to a particular market and providing a recommended course of action that will best fit the organisation.

### TASKS

You are required to write a report for an organisation that critically evaluates the market entry options available, including a discussion of the particular a particular market, and recommend a course of action (you must offer sound reasons for your recommendations) to the Board of Directors by selecting the method that best fits the company at this moment in time.

You will be expected to review and include examples of how the company has entered other international markets and how other car companies have entered the same market to support your discussion.

### Assessment Component 2 – 50%

To achieve outcome 2, the student will have to produce a report to devise and justify appropriate strategies for entering new markets, whilst evaluating barriers to entry and risk in the international marketing environment. The report will require synthesis of theoretical material and its practical application within the context of a given case organisation (50% weighting, approximately 2,000 words).

## Exemplar

### Your Role

As the Group Marketing Manager for the organisation you have been tasked with providing a report developing a suitable *marketing mix design for the market entry strategy that you recommended in your previous report*.

### TASKS

You are required to write a report for the organisation that covers the implementation of their marketing activities, especially the marketing mix, for a successful entry into the market.

It is expected that you will discuss the key cultural forces which may influence the organisations decisions on whether to standardise or adapt their existing marketing mix tools for the market.

You will be expected to produce firm recommendations as to the course of action the company should take with regard to the marketing mix elements.

You will be expected to review and include examples of how the company has entered other international markets and how other organisations have entered the market, to support your discussion.

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## BIBLIOGRAPHY

### Essential

Hollensen, S (2013) Global Marketing 6e, London: Pearson Education Ltd

Doole, I and Lowe, R (2012) International Marketing Strategy, London: Thomson Learning

### Recommended

Usunier, J C and Lee, J (2012) Marketing Across Cultures, London: Pearson Education Ltd

De Burca, S, Brown, L and Fletcher, R (2004) International Marketing: An SME Perspective, London: Financial Times

Keegan, W T (2013) Global Marketing Management: International Version, London: Pearson Education Ltd

### Background

Jobber, D (2012) Principles and Practice of Marketing, Maidenhead: McGraw Hill

Blythe, J (2009) Principles and Practice of Marketing, London: Thomson

### Journals

European Journal of Marketing

International Marketing Review

International Journal of Marketing Research

Journal of Cross Cultural Society

Journal of Marketing

### Websites

<http://bbc.co.uk/business>

<http://www.cim.co.uk>

<http://clickz.com>

<http://globaledge.msu.edu>

<http://mckinseyquarterly.com>

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|---------------------|----------------------------------------------|
| <b>MODULE CODE:</b> | <b>M3X9089</b>                               |
| <b>MODULE CODE:</b> | <b>SBUS6111</b>                              |
| <b>TITLE:</b>       | <b>International Business Communications</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                            |
| <b>LEVEL:</b>       | <b>6</b>                                     |
| <b>CREDITS:</b>     | <b>20</b>                                    |
| <b>JACS CODE:</b>   | <b>N120</b>                                  |

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### **AIM(S)**

- To develop a greater intercultural awareness in international business contexts
- To develop more effectiveness in business communication in international scenarios in English

### **LEARNING OUTCOMES**

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

1. Understand critically intercultural communication theories
2. Evaluate and interpret divergent international cultures within business
3. Analyse business communication situations

### **INDICATIVE CONTENT**

- Theories of international and intercultural communication (Hofstede, Samovar, Jandt etc.)
- Critical evaluation of cultural sensitivity when doing business with Americans, Latin Americans, Europeans, Africans, Asians, Australians and Middle Easterners
- English and other languages in International Business Communications (IBC). The importance and relevance of Louhiala-Salminen & Charles (2005) Business English Lingua Franca (BELF) concept.
- Linguistics and Cultural Competency. The different pressures on the 4 types of IBC communicators (Full bilinguals, partial bilinguals, unilinguals and first –language speakers) and their effectiveness as managers.
- The principles of IBC demands- language impact, active listening, conflict management and uncertainty reduction (Gimenez, 2004).
- Communication strategies-managing meetings, challenging/defending an opinion, summarising, asking/answering questions, persuading and compromising etc to achieve a business objective.
- Barriers to communication: 3Ps, Problem, Process, Product, (Ober, 2009). International cultural sensitivities and information needs.

## LEARNING AND TEACHING STRATEGY

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

Allocations of teaching to deliver the module are:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25%         |
| Independent learning | 150        | 75%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 50%

#### TASK 1 - PRESENTATION - 15 minutes

In groups of 3-4 people you are required to explain and critically evaluate the challenges and sensitivities of doing business with a particular country. Reference should be made where appropriate to the relevant theories of International Business Communications.

Each group needs to analyse a different country and these will be allocated by the tutor.

#### TASK 2 – a report on the presentation - 500 words

The report should cover the main areas covered by the individual student and should conclude with a reflection upon how effective your own particular contribution was to the presentation as a whole.

### Assessment Component 2 –50%

#### TASK 1 Essay- 1 500 words

A written essay on an IBC theme.

#### TASK 2 – a discussion in pairs – 7-8 minutes

You are required to have a discussion in English about the best way to penetrate the market in your home country with British biscuits. There should be a clear expression of viewpoints regarding the kinds of biscuits; the best way to launch and publicise the products including cost and effectiveness comparisons.

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## BIBLIOGRAPHY

### Essential

Bailey, S. (2010) Academic Writing for International Students of Business, London, Routledge

Dignen, B and McMaster, I. (2013) Collins Effective International Business Communication, London: Collins

### Recommended

Bovee, C. & Thill, J.V. (2008) Business Communications Essentials: International Edition, London, Pearson

Carte, P and Fox, C. (2008) Bridging the Culture Gap: A Practical Guide to International Business Communication, London, Kogan Page

Deresky, H. (2013) International Management: Managing Across Borders and Cultures, London, Pearson

Dignen, B & McMaster, I (2013) Communication for International Business: The secrets of excellent interpersonal skills, Collins, London

Forey, G. & Lockwood, J. (2012) Globalization, Communication and the Workplace: Talking Across the World, London, Continuum International Publishing Group Ltd

### Background

King, D. (2008) Meetings, London, Delta Business Communication

Lester, P. (2010) Visual Communication: Images with Messages, International Edition, New York, Thomson ELT

Lewis, R.D. (2005) When Cultures Collide: Leading, Team Working and Managing Across the Globe, London, Nicholas Brealey Publishing

Lewis, R.D. (2008) Cross-Cultural Communication: A Visual Approach, London, Nicholas Brealey Publishing

Lowe, S. (2006) Presenting, London, Delta Business Communication

Lowe, S. (2007) Negotiating, London, Delta Business Communication

Murphy, Raymond (2004). English Grammar in Use. 3<sup>rd</sup> edition, Cambridge University Press: Cambridge

Pile, L. (2004) Emailing: Master the Key Skills Required in International Business English, London, Delta Business Communication

Stallings, W. (2012) Business Data Communications: International Version, London, Pearson

Sweeney, Simon (2003). English for Business Communication. 2<sup>nd</sup> edition, Cambridge University Press: Cambridge

Taylor, N (2011) Brilliant Business Writing 2e: How to inspire, engage and persuade through words Cambridge University Press: Cambridge

## **Journals**

Asia Pacific Journal of Management

Cross Cultural Management

Business Communications Quarterly

Intercultural and International Business Communications Journal

Communications World <http://www.iabc.com/cw/>

Journal of Business communications

## **Websites**

<http://www.sas.upenn.edu/elp/IBCP>

<http://www.businesscommunication.org/>

<http://www.businesscommunication.org/conventionsNew/proceedingsNew.html>

<http://www.iabcwashington.org/>

<http://www.londonschool.com/courses/online-courses/bulats-writing-practice/>

[http://www.cyborlink.com/besite/united\\_kingdom.htm](http://www.cyborlink.com/besite/united_kingdom.htm)

[http://www.hse.fi/EN/education/programs/p\\_16/ibc/minor/](http://www.hse.fi/EN/education/programs/p_16/ibc/minor/)

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|---------------------|-------------------------------------------|
| <b>MODULE CODE:</b> | <b>M6X00881</b>                           |
| <b>MODULE CODE:</b> | <b>SBUS6113</b>                           |
| <b>TITLE:</b>       | <b>International Financial Management</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                         |
| <b>LEVEL:</b>       | <b>6</b>                                  |
| <b>CREDITS:</b>     | <b>20</b>                                 |
| <b>JACS CODE:</b>   | <b>N340</b>                               |

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### **AIM(S)**

- To provide students with an understanding of the fundamental international financial management techniques;
- To enable students to develop an analytical approach to financial strategy and the attainment of international corporate objectives.

### **LEARNING OUTCOMES**

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

On successful completion of this module, the student will be able to:

1. Apply and critically evaluate the relevant theoretical framework and models of international financial management.
2. Evaluate, apply and critically discuss various methods and techniques relating to the financing of an international business.
3. Apply and critically appraise various theoretical models of corporate value, international cost of capital and financial structure.

### **INDICATIVE CONTENT**

- Development and critical discussion of various financial management theories, the objectives of the firm; theories of ownership and control; functions of the financial manager; stakeholder theory; dividend policy; efficient market hypothesis.
- Application and critical evaluation of various models and decision factors used in the appraisal of capital projects, including implications of capital rationing.
- Development, application and discussion of the relative merits of various sources of financing a business.
- Discussion of the methods applicable to the efficient management and control of working capital.

- Development, application and critical appraisal of the various theoretical models relating to corporate value, cost of capital and financial structure.
- Application and discussion of foreign exchange markets and risks, and evaluation of appropriate models for managing financial risks.

## LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25%         |
| Independent learning | 150        | 75%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 30%

Students will be assessed by a 1,500 word report that aims to discuss and critically evaluate a key contemporary issue in International Financial Management.

### Assessment Component 2 – 70%

Students will be assessed via a 3 hour examination that aims to assess the student's ability to apply relevant models/theories of International Financial Management and evaluate and critically discuss the results within a given scenario.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 70%         |
| Coursework    | 30%         |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## BIBLIOGRAPHY

### Essential

Arnold. G. (2012) Corporate Financial Management, Aston, Financial Times, Prentice Hall

### Recommended

Bekaert.G. and Hodrick. R. (2011) International Financial Management, 2<sup>nd</sup> Ed,  
Prentice Hall

### **Background reading**

Arnold. G. (2012) Essentials of Corporate Financial Management, 1<sup>st</sup> Ed,. Financial Times,  
Prentice Hall

Atril. P. (2011) Financial Management for Decision Makers, 4<sup>th</sup> Ed,. Financial Times, Prentice  
Hall

Mclaney. E. (2011) Business Finance, 7<sup>th</sup> Ed, Financial Times, Prentice Hall

Neale. B. and McElroy. T. (2004) Business Finance a Value-based approach, 1<sup>st</sup> Ed,.  
Financial Times, Prentice Hall

Pike. R. and Neale. B (2012) Corporate Finance and Investment, 5<sup>th</sup> Ed,. Financial Times,  
Prentice Hall

### **Journals**

Accounting and Finance

Applied Finance

International Financial Management and Accounting

Corporate Finance

Finance and Management

Financial Times

Harvard Business Review

Journal of Finance,

The Economist

### **Websites**

[www.fma.org](http://www.fma.org)

[www.accaglobal.com](http://www.accaglobal.com)

[www.bized.ac.uk](http://www.bized.ac.uk)

[www.cimaglobal.com](http://www.cimaglobal.com)

[www.financial-journals.com](http://www.financial-journals.com)

[www.icaew.co.uk/library.html](http://www.icaew.co.uk/library.html)

|                     |                                                       |
|---------------------|-------------------------------------------------------|
| <b>MODULE CODE:</b> | <b>M6X00882</b>                                       |
| <b>MODULE CODE:</b> | <b>SBUS6114</b>                                       |
| <b>TITLE:</b>       | <b>Leadership and Management, Theory and Practice</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                                     |
| <b>LEVEL:</b>       | <b>6</b>                                              |
| <b>CREDITS:</b>     | <b>20</b>                                             |
| <b>JACS CODE:</b>   | <b>N600</b>                                           |

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#### **AIM(S):**

To develop the student's knowledge and understanding of the dynamics involved in leading people within an organisational context for the success of a business.

#### **LEARNING OUTCOMES**

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

1. Recognise and evaluate the complexities involved in leading and managing people in organisations and the practical application of Leadership and Management theory and principles.
2. Critically evaluate the design, and implementation of strategies which are focused on enhancing the effectiveness of Leaders and Managers in order to meet current and future organisational needs.

#### **INDICATIVE CONTENT:**

- The differences between leadership and management and how this may operate within different organisations
- Critical evaluation of models and frameworks of leadership and management: traits, styles, situational, transformational, contingency, and consideration of the appropriateness of each to differing organisational contexts
- Power of managers and leaders and follower expectations
- Leading teams and individuals, building and maintaining productive working relationships, inspiring and empowering employees
- Contemporary leadership and management development issues
- Evaluate different approaches to developing leadership and management skills
- Assess the value of management and leadership and development to organisational success

#### **LEARNING AND TEACHING STRATEGY:**

This will be through a combination of lectures to deliver the conceptual knowledge and tutorials to ensure practical application of knowledge to real world examples and case studies.

Students will be encouraged to explore the application of management and leadership concepts to a wide variety of organisations by reviewing case study material, organisational profiles, documentary clips and guest speakers.

They will also be encouraged to analyse and develop their own management and leadership awareness through a variety of basic diagnostic and planning tools.

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25%         |
| Independent learning | 150        | 75%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT:

### Assessment Component 1 X 50%

The student will be required to produce an individual 2,000 word report that:  
Delivers upon the assessment criteria and effectively responds to the questions posed in relation to a set case study/ scenario;

### Assessment Component 2 X 50%

The student will be required to contribute to a 15 minute group presentation in addition to the development of professional supporting material which is given in the form of handouts.

Working as part of a team, students are required to undertake the role of consultants.

Students are required to deliver a presentation which demonstrates their knowledge and understanding of how targeted Leadership and Management Development strategies can create sustainable competitive advantage for an organisation. Students will be provided with a scenario / context against which to pitch their responses.

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## BIBLIOGRAPHY

### Essential

Northouse, P.G. (2012) *Leadership Theory and Practice* Sage Publications.

Rees, G and French, R. (eds). (2013) *Leading, managing and developing people*. London: Chartered Institute of Personnel and Development.

## **Recommended**

Adams, J. (2006) *Managing people in organisations: contemporary theory and practice*. Basingstoke: Palgrave Macmillan.

Yukl, G. (2012) *Leadership in Organizations*, 7th Edn. Pearson

## **Background**

Kandola, B (2009) *The value of difference: eliminating bias in organisations*. Oxford: Pearn Kandola.

Hollyforde, S. and Whiddett, S. (2002) *The motivation handbook*. London: Chartered Institute of Personnel and Development.

Raynor, C & Adam-Smith, D (2009) *Managing and leading people*. 2nd ed. London. CIPD

Smith, M (2011) *Fundamentals of management* by Mike Smith. 2nd ed. London, McGraw Hill.

## **Journals**

**British Journal of Leadership in Public Services**

**International Journal of Business and Management**

**Journal of Behavioural and Applied Management**

**Leadership & Organization Development Journal**

## **Websites**

[www.cipd.co.uk](http://www.cipd.co.uk)

Website of the Chartered Institute of Personnel and Development (CIPD)

<https://www.i-l-m.com/>

Website of Institute of Leadership and Management

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|---------------------|----------------------------------------|
| <b>MODULE CODE:</b> | <b>M6X00884</b>                        |
| <b>MODULE CODE:</b> | <b>SBUS6116</b>                        |
| <b>TITLE:</b>       | <b>Marketing Planning and Practice</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                      |
| <b>LEVEL:</b>       | <b>6</b>                               |
| <b>CREDITS:</b>     | <b>20</b>                              |
| <b>JACS CODE:</b>   | <b>N500</b>                            |

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### **AIM(S)**

- To apply the concept of the marketing planning process to a variety of organisational contexts and sectors with a view to producing an innovative, robust strategic marketing plan responsive to market changes
- To assess the challenges posed by a dynamic marketing environment to the needs of the marketing planning process in different organisations

### **LEARNING OUTCOMES**

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

1. To critically evaluate the external and internal marketing environment through detailed analysis using a variety of traditional and digital marketing audit tools and techniques
2. From the detailed analysis of the internal and external audit, critically appraise the strategic options available for developing creative marketing strategies through segmentation, targeting and positioning taking into consideration key challenges and constraints

### **INDICATIVE CONTENT**

- Marketing as a function and orientation and its interface with other organisational functions
- Analysis of a complex and dynamic external environment using a variety of marketing tools and techniques e.g. PESTEL, Porter's Five Forces and Strategic Group Mapping.
- Assessment of internal marketing environment using suitable frameworks for analysis e.g. McKinsey 7S, Value Chain Analysis, to obtain a resource-based view of the organisation
- Responsiveness internally to technological and digital developments in responding to the external environment
- Prioritising issues and executing SWOT analysis
- Marketing strategies for meeting marketing and digital objectives through customer satisfaction
- Marketing strategies providing benefits to customer segments
- Principles of market segmentation, targeting and positioning (STP)

- Positioning options and their implementation for competitive advantage taking into consideration the marketing mix
- Production of a marketing plan to achieve an organisation's objectives with consideration given to monitoring, measurement and control

## LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and workshops will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. A variety of teaching strategies will be used to develop understanding and application of the techniques, e.g. case studies featuring organisations across different business sectors, video clips, podcasts, internet research exercises, discussion forums, guest speakers etc.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25%         |
| Independent learning | 150        | 75%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 100% Coursework

This is one assessment with the learning outcomes designed to help students propose and structure a marketing plan for a chosen organisation which is responsive to market and organisational changes. Although it is expected students will demonstrate synthesis of theoretical material together with deployment of appropriate analytical frameworks and concepts, the final outcome for the student should be a marketing plan fit for implementation and suitable to demonstrate practical application of this process to any future employer (approx. 4000 words).

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## BIBLIOGRAPHY

### Essential

Dibb, S. and Simkin, L. (2008) The Marketing Planning Workbook: effective marketing for marketing managers. London, Cengage.

Drummond, G., Ensor, J. and Ashford, R. (2007) Strategic marketing: planning and control. 3rd edition. Oxford, Butterworth Heinemann.

Johnson, G. and Scholes, K. (2013) Exploring strategy. 9th edition. Harlow, Prentice Hall.

Kotler, P., Keller, K.L., Brady, M., Goodman, M. and Hansen, T. (2012) Marketing management. 2nd edition. Harlow, Pearson.

McDonald, M. (2011) Marketing plans: how to prepare them, how to use them. 7th edition. Chichester, John Wiley.

### **Recommended**

Doyle, P. and Stern, P (2006) Marketing management and strategy, 4th Edition, Prentice Hall, London

Kotler, P. and Armstrong, G. (2013) Principles of marketing. 15th International edition. NJ, Pearson Prentice Hall. [ISBN0133084043]

McDonald, M. (2011) Marketing plans: how to prepare them, how to use them. 7th edition. Chichester, John Wiley. [ISBN 9780470669976]

Porter, M. (2004) Competitive advantage: creating and sustaining superior performance. NY, Free Press. [ISBN 978-0743260879]

### **Journals**

Ashill, N., Frederikson, M. and Davies, J. (2003) Strategic marketing planning: a grounded investigation. *European Journal of Marketing*, Vol37(3/4), pp430-460. Available on Emerald. 10.1108/03090560310459032

Dibb, S. (2002) Marketing planning best practice. *The Marketing Review*, Vol2(4), pp1-19. <http://search.ebscohost.com/login.aspx?direct=true&db=bch&AN=7181530&site=ehost-live>

McDonald, M. (2006) Strategic marketing planning: theory and practice. *The Marketing Review*, Vol6(4), pp375-418. <http://search.ebscohost.com/login.aspx?direct=true&db=bch&AN=23437289&site=ehost-live>

Greenley, G. Hooley, G., and Saunders, J. (2004) Management processes in marketing planning. *European Journal of Marketing*, Vol38(8), pp933-955. Available on Emerald. 10.1108/03090560410539104

Kaplan, R. and Norton, D. (2007) Using the balanced scorecard as a strategic management system, *Harvard Business Review*, Jul/Aug 2007, Vol85(7/8), pp150-161.

Lane, S. and Clewes, D. (2000) The implementation of marketing planning: a case study in gaining commitment at 3M (UK) Abrasives. *Journal of Strategic Marketing*, Vol8(3), pp225-239.

### **Websites**

<http://www.cimmarketingexpert.co.uk/> (SWOT analysis)

<http://www.mintel.com/trendsinnovation.htm> - Mintel future trend analysis and market intelligence reports.

<http://www.keynote.co.uk> - Market intelligence reports.

<http://store.mintel.com/#> - International market information

<http://www.cimmarketingexpert.co.uk/> (business plans, marketing audits, plans and strategy)

<http://www.dunnhumby.com/> (analysing customer data)

<http://ibummed.com/uncategorized/marketing-audit-report-apple-ipod/>(marketing audit report)

[http://www.tutor2u.net/business/strategy/Strategic\\_audit.htm](http://www.tutor2u.net/business/strategy/Strategic_audit.htm) (strategic audit)

<http://www.consultancymarketing.co.uk/marketing-planning.htm>(commercial marketing planning website)

<http://www.olc.org/marketing/2audit.htm> (marketing audit and SWOT)

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|--------------|----------------------------|
| MODULE CODE: | M6X00885                   |
| MODULE CODE: | SBUS6117                   |
| TITLE:       | Organisational Consultancy |
| DATED:       | 11/02/2014                 |
| LEVEL:       | 6                          |
| CREDITS:     | 20                         |
| JACS CODE:   | N900                       |

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### AIM(S)

The aim of this module is to combine the processes of consultancy and project management with the effective management of change. Students will be encouraged to develop a reflective, active, positive approach and to demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are innovative and creative in their undertakings.

### LEARNING OUTCOMES

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

1. Identify with the role of a management consultant and initiate and carry out a project that is of strategic relevance to an organisation;
2. Undertake a systematic analysis of data and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions and makes sound and informed judgements to achieve a solution(s).

### INDICATIVE CONTENT

- **The roles of internal and external consultant within an organisation. How a consultants intervention can favourably impact upon sustaining success within an organisation;**
- Change management theories that serve as frameworks for implementing and sustaining change within organisations;
- Consultancy as a specialism and the potentially positive contribution that such intervention can make to aid an organisations ability to achieve and sustain competitive advantage through effectively managing change and embrace innovation;
- Identifying projects by studying the significant external or internal influences that impact upon an organisations ability to serve and bring about change and innovation;
- Progressing consultancy projects from initial idea to the presentation of persuasive, pertinent and actionable reports;
- Literature and research reviews relevant to projects through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects;
- **Relative merits of a range of research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses**

of each and the circumstances in which they might be used. Include ethical considerations;

- Presenting results clearly and professionally in conventional report format; drawing realistic and meaningful conclusions from data collected; recommendations including costed and timed implementation plans;
- Paths to self-improvement in consultancy and project management through reflective review.

## LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

| Activity type        | Hours | Percentage  |
|----------------------|-------|-------------|
| Scheduled learning   | 25    | 12.5%       |
| Independent learning | 175   | 87.5%       |
| Placement learning   |       |             |
| <b>TOTAL</b>         |       | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 10%

Students will be assessed by the completion of a project initiation document (equivalent to 600 words) that outlines suitable aims and objectives for the consultancy project as well as justifying the business case for the project as well. Students will also be required to make a formal 5 minute presentation of their project to their peers.

### Assessment Component 2 – 90%

By means of a 5400 word project, demonstrate their skills in time management, critical thinking and their ability to present an evidence-based argument in which statements of “fact” will be supported by appropriate, authoritative and up-to-date sources that support change within their chosen organisation.

Reflect upon their learning and performance relative to the module and be self-critical in order to determine how they build upon their own strengths and opportunities and positively address their challenges and future professional development.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## **BIBLIOGRAPHY**

### **Essential Texts:**

Buttrick, R. (2009) The project workout: the ultimate handbook of project and programme management, London: Prentice Hall

Burnes, B. (2009) Managing Change, Great Britain, Prentice Hall.

### **Background Reading:**

Baron, A. and Armstrong, M. (2008) Human capital management: Achieving added value through people. London: Kogan Page.

Brierley, E. (2006) Talent on tap: getting the best from freelancers, interims and consultants. London: Chartered Institute of Personnel and Development.

Brown, D. and Caldwell, R. and White, K. (2004) Business partnering: a new direction for HR. A guide. London: Chartered Institute of Personnel and Development.

Cannell, M. (2007) The self-employed HR consultant, London, Chartered Institute of Personnel and Development. Available at:  
<http://www.cipd.co.uk/subjects/hrpract/general/selfhrcnslt>

Gardiner, P. (2005) Project Management: A Strategic Approach, Basingstoke, Palgrave.

Goodge, P. (2007) HR business partnering, London, Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/subjects/corpstrtg/general/hrbusprtnr>

Johnson, M. (2005) The Independent Consultant's Survival Guide, London, Chartered Institute of Personnel and Development.

Maylor, H. (2010) Project Management Great Britain: Prentice Hall.

Thomson, I. (2007) Hiring consultants, London, Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/subjects/hrpract/general/hireconslt>

Whittington, R. and Molloy E. (2005) HR's role in organisation: shaping change. Research report. London: Chartered Institute of Personnel and Development.

### **Electronic Journals (available on <http://apollo.UWTSD.ac.uk/library/>)**

British Journal of Management

Coaching at Work

Harvard Business Review

HRM Review

Human Resource Management Journal

International Journal of Employment Studies

Journal of Organisational Behaviour

Management Today

People and Strategy: Journal of the HR Planning Society

People Management Magazine: <http://www.peoplemanagement.co.uk/pm/>

Public Personnel Management

Strategic HR Review

Work Employment and Society

## **Websites**

<http://apollo.UWTSD.ac.uk/library/>

<http://www.cipd.co.uk/onlineinfodocuments/atozresources.htm>

[http://www.prospects.ac.uk/p/types\\_of\\_job/management\\_consultant\\_job\\_description.jsp](http://www.prospects.ac.uk/p/types_of_job/management_consultant_job_description.jsp)

[www.acas.org.uk](http://www.acas.org.uk)

[www.berr.gov.uk](http://www.berr.gov.uk)

[www.cbi.org.uk](http://www.cbi.org.uk)

[www.cipd.co.uk](http://www.cipd.co.uk)

[www.employment-studies.co.uk](http://www.employment-studies.co.uk)

[www.equalityandhumanrights.org.uk](http://www.equalityandhumanrights.org.uk)

[www.hrmguide.co.uk](http://www.hrmguide.co.uk)

[www.statistics.gov.uk](http://www.statistics.gov.uk)

[www.wao.gov.uk](http://www.wao.gov.uk)

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|---------------------|------------------------------------------|
| <b>MODULE CODE:</b> | <b>M3X9095</b>                           |
| <b>MODULE CODE:</b> | <b>SBUS6118</b>                          |
| <b>TITLE:</b>       | <b>Public Sector Finance and Control</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                        |
| <b>LEVEL:</b>       | <b>6</b>                                 |
| <b>CREDITS:</b>     | <b>20</b>                                |
| <b>JACS CODE:</b>   | <b>N300</b>                              |

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### **AIM(S)**

This module aims to build on previous financial accounting studies and introduce the student to public sector finance, the processes and practices of financial management, governance and control, which contribute to promoting public stewardship and accountability.

### **LEARNING OUTCOMES**

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

1. Evaluate critically the processes and mechanisms used in the financial management of public organisations, incorporating a review of the role of the external audit agencies.
2. Identify, evaluate and discuss the various sources of finance (current and proposed) for revenue and capital programmes of public sector organisations.
3. Prepare financial plans and statements, taking into account of internal and external financial and political constraints. Critically evaluate those plan's and identify possible alternative courses of action for decision by the policy making body.

### **INDICATIVE CONTENT**

- Develop an understanding of the statutory responsibilities and powers of auditors in the public sector, and their role in accountability, financial control and value for money.
- Facilitate understanding and critical evaluation of the private finance initiative as a mechanism for providing modern, efficient and effective public assets and services.
- Develop understanding of the budget process for both capital and revenue. Application of practical case studies which develop the students' ability to identify and evaluate critically, alternative policies and plans.
- Identify, explain and critically evaluate various methods of raising finance for revenue and capital programmes of public organisations. ( current, proposed and those adopted worldwide)
- Referencing convention (e.g. the Harvard System)

## LEARNING AND TEACHING STRATEGY

Issues relating to the concepts and principles associated with the financial management, governance and control of public organisations will be delivered during weekly keynote lectures.

Tutorials/seminars will provide practical exercises and promote debate and critical discussion. Research into the topics for discussion will be expected by students in order to contribute to the tutorials/seminars. Case studies and scenarios will be used in order to encourage students to develop their problem solving skills.

Discussion and research of actual practices and principles adopted by various organisations will be examined and explored in tutorials, and which will form the basis of debate and critical review.

Students will be expected to consolidate topics by further private reading and research, from essential/background reading, journals and examination of organisational websites containing relevant financial management, governance and control issues.

There is opportunity for the students to be given a dedicated week to conduct the research task during 'industry week' (normally during February). This would allow students to immerse themselves in the task without the distractions of other classes.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25%         |
| Independent learning | 150        | 75%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 50%

#### Assignment 1 (outcome one):

An essay of 2000 words (50% weighting) – The student will be required to produce an essay, which critically evaluates the "Private Finance Initiative" and discuss the role of the public external audit agencies in assessing these schemes, and how they contribute to the achievement of value for money.

### Assessment Component 2 - (outcomes two and three) – 50%

Undertake a case study assignment in class and time constrained hours for 2 hours (2000 words):

Produce a report which presents data/information calculated from a case study. Critically evaluate those plans and identify possible alternatives courses of action for decision by the policy making body.

Evaluate and critically discuss current, proposed and worldwide methods of raising revenue finance for a public organisation.

## Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## BIBLIOGRAPHY

### Essential

Coombs H. M and Jenkins. D. E. (2001) Public Sector Financial Management, 3rd Ed., Oxford: Thomson Learning

### Background

Audit Commission. (2010) Code of Audit Practice for Local Government Bodies, Portsmouth: Holbrooks Printers

Bergmann. A. (2008) Public Sector Financial Management, 1st Ed., Financial Times: Prentice Hall

Bovaird.T. and Loffler.E. (2014) Public Management and Governance, 1st Ed., London: Routledge

Doherty. T.L and Horne.T. (2013) Managing Public Services, 1st Ed., London: Routledge

Jones. R. and Pendlebury. M. (2010) Public Sector Accounting, 6th Ed., Financial Times: Prentice hall

### Journals

Accountancy Age

Public Finance

Financial Management

Local Government Chronicle

Public Money and Management

### Websites

[www.nao.gov.uk](http://www.nao.gov.uk)

[www.audit-commission.gov.uk](http://www.audit-commission.gov.uk)

[www.cipfa.org.uk](http://www.cipfa.org.uk)

[www.publicfinance.co.uk](http://www.publicfinance.co.uk)

[www.partnershipsuk.org.uk](http://www.partnershipsuk.org.uk)

[www.accaglobal.com](http://www.accaglobal.com)

[www.cimaglobal.com](http://www.cimaglobal.com)

[www.hm-treasury.gov.uk](http://www.hm-treasury.gov.uk)

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|---------------------|------------------------------------------------|
| <b>MODULE CODE:</b> | <b>M3X9111</b>                                 |
| <b>MODULE CODE:</b> | <b>SBUS6120</b>                                |
| <b>TITLE:</b>       | <b>Strategic Management and Sustainability</b> |
| <b>DATED:</b>       | <b>11/02/2014</b>                              |
| <b>LEVEL:</b>       | <b>6</b>                                       |
| <b>CREDITS:</b>     | <b>20</b>                                      |
| <b>JACS CODE:</b>   | <b>N211</b>                                    |

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## **AIM(S)**

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

## **LEARNING OUTCOMES**

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

- Examine the relationship between the external context of an organisation and its internal context and how these impact on its strategies.
- Critically evaluate the competitive and development strategies of an organisation in the context of contemporary strategic management issues.
- Analyse the factors that must be considered by an organisation in the implementation of a strategy.

## **INDICATIVE CONTENT**

- The strategy process - the nature of strategic management, of strategy, the strategy process and the strategic context, the role of the management structure.
- Organisational aims & objectives - The concept of "mission" and its relevance to firm strategy - Different types of organizations & objectives (profit maximizing, not-for-profit).
- Strategic analysis and capability – Diagnosing and analysing strategic capability - The external environmental assessment - the remote environment, the market environment, the industry environment and national competitiveness (Porter's Five Forces, PEST) – The internal environmental analysis, resources and capabilities; the resource-based view of the firm – The analysis of the environment and strategy issues in key regions of the world (EU, North America, Japan, China, India, and other emerging markets) – The situational analysis (the SWOT vs. TOWS matrices).
- Strategy formulation - Functional and business level strategies, strategic positioning, competitive advantage, Generic Strategies, The Strategy Clock – Corporate level strategies – growth, direction, Ansoff's Matrix - Limited vs. substantive growth strategies (diversification, integration, mergers and acquisitions).

- Strategy Implementation - Structures and control systems in an international context (organizational structures; the integration v. responsiveness matrix; the global factory) - International production strategy (R&D and innovation, international logistics, different kinds of global production systems, strategic management of International production strategy) - International business strategy (localisation strategy, international strategy, global standardization strategy, transnational strategy) and entry routes to foreign markets.
- Sustainability - The impact of the ecological environment on business strategy - Scientific evidence and uncertainty - Global and legal aspects - Corporate governance and stakeholder expectation - Resource usage and cost implications - Product development and revenue opportunities - Operational issues including process research, waste management, energy efficiency, transport and location.

## LEARNING AND TEACHING STRATEGY

Traditional and student-centred learning strategies will be employed to ensure a balance of theory and practice. A mix, therefore, of lectures, seminars, tutorials and workshops will be utilized to allow both a didactic and interactive learning experience for the student. Issues relating to the concepts, theories and techniques associated with strategic management are suited to delivery during weekly lectures. Lectures will introduce the ideas and will allow students to engage in discussion on the application of these ideas to practical situations. However, for the further exploration of these topics and their application to real life practical, pathway specific situations and case studies, tutorials, seminars and workshops are the most appropriate strategy. In tutorials and workshops, students will work in groups and expand discussions in areas that are relevant to the opportunities and ideas that have been developed. Seminar presentations will be required, related to key areas of the syllabus. During tutorials and workshops, students will also have the opportunity and encouragement to apply the relevant issues to the given case organisation, and gain individual, formative feedback regarding them.

Teaching sessions will be interactive and will involve students in practical exercises, case study analysis and discussions. This will facilitate the development of analytical, evaluation, communication, team and leadership skills through self-directed discovery and peer assisted learning. The course will be augmented by online reviews, articles, readings, videos and discussions as appropriate.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 50         | 25          |
| Independent learning | 150        | 75          |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

*Description of each assessment component and its weighting, together with an example for new forms of assessment:*

Coursework Detail (including word count).

### Assessment Component 1 – 50%

Assessment component one (learning outcome 2) requires the student to work as an individual to research, write and structure a report (2000 words max) that critically evaluates the competitive and development strategies of an organisation (which is provided in a case study). The report will require synthesis of theoretical material and its practical application within the context of a given case organisation.

Exemplar

Identify the competitive strategy that an organisation has utilised in order to develop their current competitive position, giving examples of actions they have taken to accomplish this strategy. Critically evaluate the competitive strategy that this organisation has utilised in the development of their competitive position. Your evaluation should recognise the advantages and limitations of this strategy in the current environment.

Written Detail (including word count).

### Assessment Component 2 – 50%

Assessment component two (learning outcomes 1 and 3) will be assessed using a time constrained examination (2 hours) that is based on a case study, which requires application of the theory to the specifics of the information provided and is based on the student's own research. The case study will be pre-released, and its questions would test problem solving skills under time constrained conditions to ensure student provenance.

Exemplar

Strategy Implementation

Any organisation has a corporate social responsibility commitment to behave ethically while helping to satisfy stakeholders' expectations and to improve the quality of life for the public and society generally. Assess how the organisation has used Corporate Social Responsibility (CSR) to satisfy stakeholders' expectations and to improve the quality of life for the public and society generally.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50%         |
| Coursework    | 50%         |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## **BIBLIOGRAPHY**

### **Essential**

Johnson, G, Scholes, K and Whittington, R (2010) Exploring Corporate Strategy: Text and Cases, Harlow: FT Prentice Hall

Lynch, R (2005) Corporate Strategy, Harlow: FT Prentice Hall

### **Recommended**

Mintzberg, H, Ahlstrand, B, and Lampel, J (2008) Strategy Safari: The Complete Guide Through the Wilds of Strategic Management, Harlow: FT Prentice Hall.

Porter, M E (2004) Competitive Strategy: Techniques for Analysing Industries and Competitors, Boston: Freepress

Porter, M E (2004) Competitive Advantage: Creating and Sustaining Superior Performance, Boston: Freepress

Thompson, A A, Strickland, A.J. III, Gamble, JE, Peteraf, M, Janes, A., and Sutton, C (2013) Crafting and Executing Strategy: The Quest for Competitive Advantage: Concepts and Cases, London: McGraw-Hill, Irwin.

### **Background**

De Wit, B and Meyer R (2010) Strategy: Process, Content, Context: an international Perspective, Andover: South Western Publishing.

Porter, M E (2008) On Competition, Harvard: Boston: Harvard Business Review Book

Ridderstrål, J and Nordström, K (2007) Funky Business, Harlow: FT Prentice Hall

Thompson, J and Martin, F (2010) Strategic Management Awareness and Change, London: Thompson Learning

### **Journals**

British Journal of Management

Harvard Business Review

Harvard Business Review

Journal of Business Strategy

Strategic Management Journal

Long Range Planning

Management Review

Management Today

Strategic Management Journal

**Websites**

<http://www.booksites.net>

<http://www.cim.co.uk>

<http://www.cim.co.uk/knowledgehub>

<http://www.connectedinmarketing.com>

<http://cyberatlas.internet.com>

<http://www.emarketer.com>

<http://marketing.haynet.com>

**MODULES relating to**  
**Events 2016 Validated Programmes**  
(from Leisure, Events and Tourism 2016 Portfolio)  
**2019/20 delivery for Level 6 “teach-out”**

**MODULE CODE:** M6X02113  
**TITLE:** Consultancy Project  
**DATED:** 28/04/2016

**LEVEL:** 6  
**CREDITS:** 20

**JACS CODE:** N800

---

### **AIM(S)**

The aim of this module is to combine the processes of consultancy and project management with the effective management of change. Students will be encouraged to develop a reflective, active, positive approach and to demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are innovative and creative in their undertakings.

### **LEARNING OUTCOMES**

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

- Identify with the role of a management consultant and initiate and carry out a project that is of strategic relevance to an organisation;
- Undertake a systematic analysis of data and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions and makes sound and informed judgements to achieve a solution(s).

### **INDICATIVE CONTENT**

- The roles of internal and external consultant within an organisation. How a consultants intervention can favourably impact upon sustaining success within an organisation;
- Change management theories that serve as frameworks for implementing and sustaining change within organisations;
- Consultancy as a specialism and the potentially positive contribution that such intervention can make to aid an organisations ability to achieve and sustain competitive advantage through effectively managing change and embrace innovation;
- Identifying projects by studying the significant external or internal influences that impact upon an organisation's ability to serve and bring about change and innovation;
- Progressing consultancy projects from initial idea to the presentation of persuasive, pertinent and actionable reports;
- Literature and research reviews relevant to projects through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects;

- Relative merits of a range of research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses of each and the circumstances in which they might be used. Include ethical considerations;
- Presenting results clearly and professionally in conventional report format; drawing realistic and meaningful conclusions from data collected; recommendations including costed and timed implementation plans;
- Paths to self-improvement in consultancy and project management through reflective review.

## LEARNING AND TEACHING STRATEGY

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 25         | 12.5%       |
| Independent learning | 175        | 87.5%       |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 50%

Coursework - BID Presentation (10 minutes) & Project Initiation Document (1,500 words)

Exemplar

Students will be assessed by the completion of a consultancy bid presentational pitch of their initial idea to an audience followed by a project initiation document that outlines suitable aims and objectives for the consultancy project as well as justifying the business case for the project as well.

### Assessment Component 2 – 50%

Coursework – project report (3000 words).

Exemplar

By means of a 3000-4000 word project report, demonstrate their skills in time management, critical thinking and their ability to present an evidence-based argument in which statements of “fact” will be supported by appropriate, authoritative and up-to-date sources that support change within their chosen organisation.

Reflect upon their learning and performance relative to the module and be self-critical in order to determine how they build upon their own strengths and opportunities and positively address their challenges and future professional development.

### Assessment Summary

| Activity type | Percentage |
|---------------|------------|
| Written exam  |            |
| Coursework    | 100%       |
| Practical     |            |

|              |             |
|--------------|-------------|
| <b>TOTAL</b> | <b>100%</b> |
|--------------|-------------|

## **EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)**

|                                                                                                      |     |
|------------------------------------------------------------------------------------------------------|-----|
| Does the module contribute to ESD?                                                                   | Yes |
|                                                                                                      | No  |
| If yes please provide brief details (no more than 100 words):                                        |     |
| The module develops student's knowledge, skills, attitudes and values to shape a sustainable future. |     |

## **BIBLIOGRAPHY**

### **Essential**

Cameron, E. & Green, M. (2015) Making Sense of Change Management, 4<sup>th</sup> edition, London: Kogan Page

Saunders, M & Lewis, P (2012) Doing Research in Business & Management, Harlow: Prentice Hall

Wickham, L & Wilcock, J (2012) Management Consulting, 4<sup>th</sup> edition, Harlow: Pearson

### **Background**

Biggs, D (2010) Management Consulting: A Guide for Students, Andover: Cengage

Brierley, E. (2006) Talent on tap: getting the best from freelancers, interims and consultants. London: Chartered Institute of Personnel and Development.

Brotherton, B (2015) Researching Hospitality and Tourism, 2<sup>nd</sup> edition, London: Sage

Brown, D, Caldwell, R, & White, K. (2004) Business partnering: a new direction for HR. A guide. London: CIPD.

Burnes, B (2014) Managing Change, 6<sup>th</sup> edition, New York: Prentice Hall

Buttrick, R. (2005) The Project Workout, London: Prentice Hall (ebook on library website)

Gardiner, P. (2005) Project Management: A Strategic Approach, Basingstoke, Palgrave.

Johnson, M. (2005) The Independent Consultant's Survival Guide, London: CIPD.

Maylor, H. (2010) Project Management, 4<sup>th</sup> edition, Harlow: Prentice Hall.

Newton, R (2010) The Management Consultant: Mastering the Art of Consultancy, Harlow: Pearson

Thomson, I. (2007) Hiring consultants, London, Chartered Institute of Personnel and Development. Available at: <http://www.cipd.co.uk/subjects/hrpract/general/hireconstl>

### **Journals**

British Journal of Management  
Coaching at Work  
Harvard Business Review  
HRM Review  
Human Resource Management Journal  
International Journal of Employment Studies  
Journal of Organisational Behaviour  
Management Today  
People and Strategy: Journal of the HR Planning Society  
People Management Magazine: <http://www.peoplemanagement.co.uk/pm/>  
Public Personnel Management  
Strategic HR Review  
Work Employment and Society

### **Websites**

<http://apollo.UWTSD.ac.uk/library/>  
<http://www.cipd.co.uk/onlineinfodocuments/atozresources.htm>  
[http://www.prospects.ac.uk/p/types\\_of\\_job/management\\_consultant\\_job\\_description.jsp](http://www.prospects.ac.uk/p/types_of_job/management_consultant_job_description.jsp)  
[www.acas.org.uk](http://www.acas.org.uk)  
[www.berr.gov.uk](http://www.berr.gov.uk)  
[www.cbi.org.uk](http://www.cbi.org.uk)  
[www.cipd.co.uk](http://www.cipd.co.uk)  
[www.employment-studies.co.uk](http://www.employment-studies.co.uk)  
[www.equalityandhumanrights.org.uk](http://www.equalityandhumanrights.org.uk)  
[www.hrmguide.co.uk](http://www.hrmguide.co.uk)  
[www.statistics.gov.uk](http://www.statistics.gov.uk)  
[www.wao.gov.uk](http://www.wao.gov.uk)  
[www.pmi.org.uk](http://www.pmi.org.uk)  
[www.cmi.org.uk](http://www.cmi.org.uk)  
[www.cipd.co.uk](http://www.cipd.co.uk)  
[www.mca.org.uk](http://www.mca.org.uk)  
[www.mckinsey.com](http://www.mckinsey.com)  
[www.iconsulting.org.uk](http://www.iconsulting.org.uk)



|                     |                                                                  |
|---------------------|------------------------------------------------------------------|
| <b>MODULE CODE:</b> | <b>BMTH6000</b>                                                  |
| <b>TITLE:</b>       | <b>Dissertation for Tourism, Travel, Leisure and Hospitality</b> |
| <b>DATED</b>        | <b>02/05/2018</b>                                                |
| <b>LEVEL:</b>       | <b>6</b>                                                         |
| <b>CREDITS:</b>     | <b>40</b>                                                        |
| <b>JACS CODE:</b>   | <b>N800</b>                                                      |

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## **AIM(S)**

The dissertation provides an opportunity for students to produce a substantial body of work which has been instigated, developed and produced as a consequence of their own initiative. The dissertation normally arises from individual interest or from a professional internship period, but will require the student to undertake an independent research investigation relating to a specific subject within the Tourism, Leisure or Hospitality sector.

In this context it will also aim to allow the student to apply a range of analytical skills and techniques and to develop research based skills by undertaking structured and methodical research to reach informed conclusions and recommendations.

## **LEARNING OUTCOMES**

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

- Develop a suitable and appropriate research proposal.
- Appraise critically the literature pertaining to a problem domain.
- Evaluate, select and apply relevant research techniques in both primary and secondary fields whilst appreciating the limitations of the research.
- Analyse rigorously the evidence gathered in order to generate and justify appropriate conclusions and recommendations and produce an organised and structured document that adheres to academic convention.

## **INDICATIVE CONTENT**

Developing and structuring a research proposal: problem identification, formulating aims/hypotheses, sampling, ethical issues and the practicalities of design.

Research principles and approaches (e.g. the research process, purpose, sources of data including primary/secondary research, quantitative/qualitative data, objective/hypothesis formation, reliability, validity, generalisability)

Research design strategies, (e.g. action research, experiments, surveys, case studies, ethnography), their advantages and limitations, and their suitability to a variety of research contexts.

Data collection & sampling methods (e.g. interviews, questionnaires, observation), and their advantages and limitations in a variety of contexts.

Data analysis of both qualitative and quantitative information, including the use of appropriate computer software, e.g. SPSS, Survey Monkey.

Development of documentation for academic dissertations.

Subject-specific content relating to topical issues and academic research within the fields of Tourism, Leisure and Hospitality.

## LEARNING AND TEACHING STRATEGY

Given that the aims and learning outcomes are to be achieved through independent study, the learning strategy is mainly student-driven; students will be expected to manage and implement their own research programme of study throughout the academic year. However, each student will be allocated a dissertation supervisor who will see him or her on a regular tutorial basis (typically weekly throughout the academic year) in order to monitor research progress and provide support and guidance.

Students will participate in an intensive research methodology programme at the commencement of the module. They will consider the specialist subject areas and a variety of research methodological paradigms in the context of their own research study, which will support their production of a 1,500-2000 word research proposal.

In addition to the subject-specialist advice provided by supervisors, throughout the remainder of the year there will be occasional lectures to provide the general support for the development and structure of the dissertation documentation and IT workshops to support computer analysis of data, etc. Guidelines and progress deadlines will be given to students at appropriate times of the year in order to facilitate continued progress. Details of all dissertation procedures and processes will be outlined in a Dissertation Handbook given to each student at the start of the module.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 10%         |
| Independent learning | 360        | 90%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>400</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Research Proposal  | 1500 words | 10%       |

### Assessment Component 2

(Tick one)

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume       | Weighting |
|--------------------|--------------|-----------|
| Dissertation       | 10,000 words | 90%       |

**Assessment Summary**

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

**READING LIST**

| Module Code    | BMTH6000                                                                                                                                                                     |                                     |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Dissertation for Tourism, Travel, Leisure and Hospitality                                                                                                                    |                                     |
| Classification | Reading List entry                                                                                                                                                           | Electronic*                         |
| Essential      | Collis, J & Hussey, R (2013), Business Research, A Practical Guide for Undergraduate and Post Graduate Students, 4th Ed. Palgrave Macmillan: London                          | <input type="checkbox"/>            |
| Essential      | Saunders, M., Lewis, P. and Thornhill, A. (2012) Research Methods for Business Students, 6th Ed., FT/Prentice Hall: Harlow                                                   | <input type="checkbox"/>            |
| Essential      | Veal, A J (2011), Research Methods for Leisure and Tourism, 4th Ed. Financial Times/ Prentice Hall: Harlow                                                                   | <input type="checkbox"/>            |
| Further        | Bell, J. (2010) Doing Your Research Project: a guide for first time researchers in education, Open University Press: Maidenhead                                              | <input type="checkbox"/>            |
| Further        | Cottrell, S. (2011) Critical Thinking Skills: Developing Effective Analysis and Argument, 2nd Ed., Palgrave Study Guides, Palgrave Macmillan: Basingstoke                    | <input type="checkbox"/>            |
| Further        | Denscombe, M. (2012) Research Proposals: A Practical Guide, Open University Press: Maidenhead                                                                                | <input type="checkbox"/>            |
| Further        | Greetham, B. (2009), How to Write Your Undergraduate Dissertation - Palgrave Study Skills, Palgrave Macmillan: Basingstoke                                                   | <input type="checkbox"/>            |
| Further        | Background Pallant, J. (2013) SPSS Survival Manual: a step by step guide to data analysis using IBM SPSS, Open University Press: Maidenhead                                  | <input type="checkbox"/>            |
| Further        | Yin, R K, (2013) Case Study Research: Design and Methods, 4th Ed., Sage: Beverly Hills.                                                                                      | <input type="checkbox"/>            |
| Further        | <a href="http://www.socialresearchmethods.net/kb/contents.php">www.socialresearchmethods.net/kb/contents.php</a><br><a href="http://www.intute.ac.uk/">www.intute.ac.uk/</a> | <input checked="" type="checkbox"/> |

**MODULE CODE:** M6X02115  
**TITLE:** Global Destination Management  
**DATED:** 28/04/2016  
  
**LEVEL:** 6  
**CREDITS:** 20  
  
**JACS CODE:** N832

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### **AIM(S)**

The module aims to further develop and strengthen the student's understanding of the global tourism concept. This module will focus on critically appraising the industry with regards to; global destinations (domestic and international), industry impacts and issues, host / visitor relationships, consumer perceptions, economic growth / decline, political involvement, industry management and development. The module will draw on previously studied tourism based subjects such as Global Tourism Village at level 4 and Sustainable Hospitality and Tourism Management at level 5.

This module will consider in detail global destination plans in order to further develop the student's critical understanding of tourism and international tourism from a theoretical and practical case study context in order to provide suitable skills for employment within the tourism and related fields.

### **LEARNING OUTCOMES**

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

- Identify and evaluate the growth of trends in global tourism markets and define key types of international tourism destinations in order to
- Critically appraise the relationships between the host country and visitor and analyse the impacts upon future demand.
- Discuss and systematically evaluate the role of key stakeholders, regulatory bodies and organisations associated with global tourism and discuss and evaluate contemporary issues and challenges confronting global tourism markets and destinations.
- Critically assess global tourism destinations within a context of current tourism trends and development strategies for global destinations.

### **INDICATIVE CONTENT**

- Definitions and classifications of key global tourism destinations
- Psychological perceptions and attitudes towards tourism by the host and visitor
- Globalisation and international dimension of tourism and its demand
- Global tourism issues / trends and implications

- Organisations / regulatory bodies in global tourism markets
- Management and strategic development issues in global tourism
- Socio-economic and environmental impacts of tourism in global destinations
- Developing resorts and new destinations – Destination management strategies / development / branding/ resort development
- Niche / growth markets and locations – thana tourism, religious tourism, eco-tourism, mountain based destinations, water based destinations, leisure/sport based destinations
- Contemporary and future destination development issues

## LEARNING AND TEACHING STRATEGY

The students will learn through varied teaching strategies, these will include both lectures and tutorials. In addition the teaching content could include; practical workshops, presentations by guest speakers from industry (*where applicable and available*), field studies, and case studies - all underpinned by the students' self-managed learning. To further support students' independent learning, dedicated weeks without formal teaching are allocated throughout the academic year (normally two within one year) where students are encouraged to dedicate their time to individual research of whereby tutors are available to aid and assist any research / assignment work undertaken.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 48         | 24%         |
| Independent learning | 152        | 76%         |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 50%

Coursework – travel review (2500 words).

Exemplar

Students will be required to write a detailed '*Holiday Destinations Travel Review*', with the aim of critically evaluating a location, considering its global context (issues / impacts and market trends), destination strategy and niche market development.

### Assessment Component 2 – 50%

Coursework – essay (3,000 words).

Exemplar

Students will be required to write a 3,000 word essay on evaluating the assessment of management needs and strategies for a specific global tourism destination.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

### EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                           |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                        | Yes ✓ |
|                                                                                                                                                                                                                                                                                           | No    |
| If yes please provide brief details (no more than 100 words):<br><br>Sustainable development will be explored from a global perspective. The importance of sustainable development within destination management will be a key focus and theme of academic delivery and student research. |       |

### BIBLIOGRAPHY

#### Essential

Buck, M and Conrady, R (2012) Trends and Issues in Global Tourism 2012, Springer.

Cooper, C and Hall, M (2012) Contemporary Tourism: An International Approach. Goodfellows, Oxford.

Papatheodorou, A (2006) Managing Tourism Destinations (Economics and Management of Tourism), Edward Elgar.

Theobald, W (2005), Global Tourism, Butterworth-Heinemann

World Tourism Organisation (2007), A Practical Guide to Destination Management, World Tourism Organization

#### Recommended

Dawson J, Lemelin, H and Stewart E, (2012) Last Chance Tourism: Adapting Tourism Opportunities in a Changing World, Routledge.

Darcy, S, Ambrose, J and Buhalis, D (2012) Best Practice in Accessible Tourism Inclusion, Disability, Ageing Population and Tourism, Channel View.

#### Background

American Hotel and Motel Association (2003), Guide to Best Practices in Tourism & Destination Management, American Hotel and Motel Association

Clarke A and Chen W (2006) International Hospitality Management: concepts and cases: Concepts and Cases, Butterworth – Heinemann.

Hanlon P (2006) *Global Airlines: Competition in a Transnational Industry*, Butterworth-Heinemann.

McLeod, D (2004) *Tourism, Globalisation and Cultural Change*, Clevedon: Channel View

Murphy, P (2007) *Business of Resort Management*, Butterworth-Heinemann.

Page S (2005) *Transport and Tourism: Global Perspectives*, Prentice Hall

Sinha P (2006) *Global Tourism Policies, Laws and Action Plans: Select Case Studies and Model Approaches*, SBS

World Tourism Organisation (2012) *Making Tourism More Sustainable: A Guide for Policy Makers*, WTO, Madrid.

### **Journals**

Annals of Tourism Research

Current Issues in Tourism

International Journal of Tourism Research

Tourism Management

Travel and Tourism Analyst

Journal of Sustainable Tourism

Tourism Management

### **Websites**

[www.culture.gov.uk](http://www.culture.gov.uk)

[www.isrm.co.uk](http://www.isrm.co.uk)

[www.wto.co](http://www.wto.co).

[www.tourismconcern.org.uk](http://www.tourismconcern.org.uk)

[www.wttc.co.uk](http://www.wttc.co.uk)

[www.whc.unesco.org](http://www.whc.unesco.org)

[www.visitbritain.com](http://www.visitbritain.com)

[www.euromonitor.com/travel-and-tourism](http://www.euromonitor.com/travel-and-tourism)

**MODULE CODE:** BMTH6001  
**TITLE:** Global Sports Event Management (Tourism)  
**DATED:** 02/05/2018  
  
**LEVEL:** 6  
**CREDITS:** 20  
  
**JACS CODE:** N832

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### **AIM(S)**

- As Sports events are becoming increasingly globalised and commercialised and attracting greater media attention than ever, the management and organisation of these events are becoming more complex. Stadias and sports venues face operational, financial and sustainability issues as they are redeveloped as multifunctional events venues, whilst the strategy of hosting global sports events is fast becoming accepted government policy.
- This module aims to develop a detailed understanding of the issues involved in strategically hosting and managing global sporting events. Concepts introduced in level 4 and 5 Events Management modules will be developed and applied specifically to Sports Events. Issues will be considered in detail in order to systematically evaluate event management from pre bid considerations through to bidding, planning, managing and organising global sporting events including issues of hospitality, merchandising, media, sponsorship, visitor profiles, marketing, operations, risk management and event legacies. A range of national and international case studies will be utilised to critically analyse issues and underpin theoretical discussion regarding stakeholder responsibility.

### **LEARNING OUTCOMES**

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

- Critically appraise in detail the funding, roles, development and strategies of global sports events and their relationship with tourism and government policies by considering the aims and objectives of the organisers and the achievement of planned legacies.
- Utilise the theories and principles of management and marketing in order to systematically evaluate the operational management and performance of sports events and venues in order to consider the challenges faced including issues of risk management.

### **INDICATIVE CONTENT**

- Concepts, foundations of sports events tourism, stakeholder responsibilities, government policies and strategies, BTA, Sport Wales, UK Sport Strategies
- Bidding processes, bribery and corruption, bid documents, funding, sponsorship, government support, media and TV rights, legacy planning in terms of sports development, tourism, economic multiplier effect and regeneration

- Planning, management and operational issues, legislation, organisational structures, funding, private sector investment, security plans, timelines, marketing, opening and closing ceremonies, visitor profiles, ticketing, sustainability and carbon footprints.
- Managing stadiums and a range of sports venues and facilities, multi-use, hospitality provision, food and beverage outlets, merchandising, fan zones, support facilities, infrastructure, media coverage, local community impacts, road closures, transport issues, logistics, parking, support facilities, managing risks, health and safety, emergency planning, terrorism threats
- Case studies may include - The Olympics, Commonwealth Games, Football World Cup, Premier League, Rugby World Cups, Millennium Stadium, Parc y Scarlets, Liberty Stadium, Cardiff Arms Park, Iron Man Wales, Ffos Las Race Course, Celtic Manor and Ryder Cup 2010

## LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques. Field trips are an essential element of this module in order to bring the learning alive by visiting venue, stadiums and events.

The study time for the module is divided as follows:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 20%         |
| Independent learning | 150        | 75%         |
| Placement learning   | 10         | 5%          |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

This module is best assessed using an applied Assignment 50% and a detailed Examination 50% which covers a range of topics in more depth.

### Assessment Component 1

(Tick one)

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Presentation       | 15 minutes | 50%       |

### Assessment Component 2

(Tick one)

☒ Written exam      ☐ Coursework      ☐ Practical

| Mode of assessment | Volume  | Weighting |
|--------------------|---------|-----------|
| Exam               | 2 hours | 50%       |

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  | 50%         |
| Coursework    |             |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

### READING LIST

| Module Code    | BMTH6001                                                                                      |                                     |
|----------------|-----------------------------------------------------------------------------------------------|-------------------------------------|
| Module Title   | Global Sports Event Management (Tourism)                                                      |                                     |
| Classification | Reading List entry                                                                            | Electronic*                         |
| Essential      | Masterman, R (2014) Strategic Sports Events Management, Routledge, London                     | <input type="checkbox"/>            |
| Essential      | Parent, M et al (2015) Handbook of Sports Events Management, Routledge. London                | <input type="checkbox"/>            |
| Essential      | Bill, K (2008) Sports Management Learning Matters, Exeter                                     | <input type="checkbox"/>            |
| Further        | Byl, J (2014) Organising successful Tournaments, Human Kinetics, USA                          | <input type="checkbox"/>            |
| Further        | Damester, G, and Tassiopoulis, D (2010) Event Management- A professional development approach | <input type="checkbox"/>            |
| Further        | Getz, D (2005) Event Management, Cognizalt                                                    | <input type="checkbox"/>            |
| Further        | Getz, D (2012) Event Studies Routledge, London                                                | <input type="checkbox"/>            |
| Further        | Hill, R (1992) Olympic Politics, Sage                                                         | <input type="checkbox"/>            |
| Further        | Lensky, H (2000) Inside the Olympic Industry – Power, Politics, Activism                      | <input type="checkbox"/>            |
| Further        | Lensky, H (2002) The best Olympics Ever?, Sage                                                | <input type="checkbox"/>            |
| Further        | Mallen, C (2012) Event Management in Sport, Recreation and Tourism, Routledge, London         | <input type="checkbox"/>            |
| Further        | Quinn, B (2013) Key Concepts in Event Management, Sage, London                                | <input type="checkbox"/>            |
| Further        | Shore, A (2004) Successful Event Management, Engage Learning, Exeter                          | <input type="checkbox"/>            |
| Further        | Theodoraki, E (2001) Olympic Events Organisation Taylor and Francis, Oxford                   | <input type="checkbox"/>            |
| Further        | Westerbeck, H (2006) Managing Sport Facilities and Events, Routledge, London                  | <input type="checkbox"/>            |
| Journals       | International Olympic Journals                                                                | <input type="checkbox"/>            |
| Journals       | Event Management Journal                                                                      | <input type="checkbox"/>            |
| Journals       | International Journal of Sports Management and Marketing                                      | <input type="checkbox"/>            |
| Journals       | International Journal of Sports Marketing and Sponsorship                                     | <input type="checkbox"/>            |
| Journals       | International Journal of Event Management Research                                            | <input type="checkbox"/>            |
| Journals       | Leisure Management                                                                            | <input type="checkbox"/>            |
| Websites       | <a href="http://www.ioc.org">www.ioc.org</a>                                                  | <input checked="" type="checkbox"/> |
| Websites       | <a href="http://www.wru.org">www.wru.org</a>                                                  | <input checked="" type="checkbox"/> |
| Websites       | <a href="http://www.aeo.org">www.aeo.org</a>                                                  | <input checked="" type="checkbox"/> |

**MODULE CODE:** M6X02120  
**TITLE:** The Global Student Conference  
**DATED:** 28/04/2016  
  
**LEVEL:** 6  
**CREDITS:** 20  
  
**JACS CODE:** N800

---

### **AIM(S)**

- To provide students with the opportunity to organise a global student conference to investigate and discuss the topical contemporary issues affecting the international Travel, Tourism and Events industry.
- To utilise theories to develop the students understanding of political, economic, social, cultural, sustainability, government policies and organisational issues, impacts and industry operations in order to put forward strategic recommendations for change.

### **LEARNING OUTCOMES**

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

- Organise a conference in order to critically discuss topical global issues affecting the industry.
- Systematically apply and analyse sociological, political, economic and/or cultural theories and undertake field research in order to design a documentary or new story to investigate a topical global issues.

### **INDICATIVE CONTENT**

- Theories – Economic Theories, Political Theories to include Marxist Conflict Theory and Structural Functionalism, Cultural Theories and Sustainability issues.
- Topical Issues which may include – Terrorism, Economic Recession, Interest Rates, Inflation, Exchange Rates, Currency Issues, Economic Instability, Crime Rates, Nationalism, Crowd Violence, Natural Disasters, Climate Change and the impact upon the Tourism, Travel and Events Industries.
- Field Trip – Study visits, tours, guest speakers from industry, research planning, field research, interviews, surveys, observational research and presentation skills.
- Conference – Planning and organising a student conference at Lampeter for students to present their documentaries or news stories focusing on topical global issues within the industry.

### **LEARNING AND TEACHING STRATEGY**

Key note lectures will introduce the students to the theories and issues within the industry in order to develop their academic knowledge and highlight a range of topical and contentious issues. Tutorials will be used to support the students learning and development and assist

students in selecting their research topic, planning their research and organising the conference and documentary or news story. A field study trip will be used to further develop the student's academic knowledge and provide the opportunity to undertake research for the assessment.

The allocation of teaching to deliver the module is:

| Activity type        | Hours | Percentage |
|----------------------|-------|------------|
| Scheduled learning   | 20    | 10%        |
| Independent learning | 150   | 75%        |
| Placement learning   | 30    | 15%        |
| TOTAL                | 200   | 100%       |

## ASSESSMENT

### Assessment Component 1 – 30%

Coursework (equivalent to 10 minutes and 1,000 words per person)

Undertake a detailed commissioning bid to design a topical research documentary or news story to be presented at a Global Student Conference at Lampeter. Students who elect to work in a group will design a documentary and those wishing to work alone will design a news story.

### Assessment Component 2 – 70%

Coursework – research documentary or news story (equivalent to 15 minutes per person)

Present a topical research documentary or news story which uses theory and field research to systematically investigate a topical contemporary issue in the Leisure, Tourism, Travel and Events Industry in order to put forward key strategic recommendations. The assessments will require students to use video evidence to support their investigations and theories. Students who elect to work in a group will present a documentary and those wishing to work alone will present a news story.

### Assessment Summary

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

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                                                                                            |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                                         | Yes ✓ |
|                                                                                                                                                                                                                                                                                                                                                            | No    |
| If yes please provide brief details (no more than 100 words):                                                                                                                                                                                                                                                                                              |       |
| The module will develop in detail sustainability issues and policies for sustainable development which were introduced to students in sustainable tourism management at level 5 and allow students to develop their critical understanding through a field study trip, student conference and research opportunities. Sustainability will be considered in |       |

|                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------|
| terms of environmental, economic and business sustainability and applied to topical issues within the Tourism, Travel and Events sectors. |
|-------------------------------------------------------------------------------------------------------------------------------------------|

## **BIBLIOGRAPHY**

### **Essential**

Critcher, C et al (1994) Sociology of Leisure, Taylor and Francis

Rojek, C (2013) Event Power, How Global Events Manage and Manipulate, Sage

Livesey, F, Textbook of Economics

Capper (2010) Terrorism, Tourism and Consumer behaviour

Beckendorff R, et al (2013) International case in Sustainable Travel and Tourism, Goodfellows, Oxford

Cooper, C and Hall. M (2012) Contemporary Tourism, An International Approach, Goodfellows, Oxford

### **Recommended**

Gilly (2009) The ethics of terrorism

Saikia, J and Stepanova, E (2009) Terrorism, patterns of Internationalization

Denney, D (2005) Risk and Society

Jarvie, G and Maguire, J (2010) Sport and Leisure in Social Thought

Urry, J and Larsen J, (2011) The Tourist Gaze

Ryall, E (2010) Tourist Cultures, identity, place and the Traveller

Rojek, C (1995) Decentering Leisure, rethinking Leisure Theory

Bull, C et al (2010) An Introduction to Leisure Studies

Smith, M et al (2010) Key concepts in Tourist Studies

Blackshaw, T and Crawford G (2009) Dictionary of Leisure Studies, Sage

Braham, P and Wagg, S (2014) Introduction to Leisure Studies

Hannam, K and Knox, D (2010) Understanding Tourism

Jamal, T et al (2011) Handbook of Tourism Studies, Sage

Shaw, G Williams, AM, (2004) Tourism and Tourism Spaces

Baudrillard, J (1998) Consumer Society

### **Background**

Huntley, H and Billings A (2009) Examining identity in Sports Media

Southerton, D (2011) Consumer Culture

Babu, SS et al (2008) Tourism Development Revisited

Franklin, A (2003) Tourism

Lowry, L (2016) The International Encyclopedia of Travel and Tourism, Sage

Grix, J (2016) Sport politics

Houlihan, B et al (2015) Sport and Society

Quinn, B (2013) Key concepts in Event Management

Wood, R (2013) Key concepts in Hospitality Management

Palmer, C (2012) Global Sports Policy labour of leisure

### **Journals**

Journal of sustainable Tourism

Tourism Management

Events Management

Travel and Tourism Analysis

Hospitality Management

Festival & Events Management

Tourism Economics

Current Issues in Tourism

Annals of Tourism Research Attraction Management

Leisure Management

Association of Leading Visitor Attractions Journal

International Journal of Tourism Research

Current issues in Tourism

An International Journal of Tourism and Hospitality Research

Journal of Convention and event Tourism

Tourism Insights

**MODULE CODE:** M3X9091  
**TITLE:** Leisure Attraction Management  
**DATED:** 28/04/2016  
  
**LEVEL:** 6  
**CREDITS:** 20  
  
**JACS CODE:** N832

---

### **AIM(S)**

- This module aims to provide students with a critical understanding of the issues involved in managing leisure attractions in the UK and overseas. The programme of study will allow the students to develop an in-depth analytical appreciation of management concepts and operational issues through the use of range of topical case studies. These will be utilised to evaluate issues concerning guest expectations, guest service, interpretation, marketing, theming, branding, secondary spend, moral and ethical issues, events, risk and health and safety.
- The module will give the students a detailed appreciation of the diversity of the attraction sector and the social, economic, cultural and environmental impacts attractions have upon tourism and the local community. Issues of new developments and sustainability will be analysed in depth, whilst a range of local and international case studies will be used to underpin theoretical discussions regarding visitor profiles and footfall as well as the development of iconic attractions

### **LEARNING OUTCOMES**

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

- Systematically analyse issues influencing the growth and range of attractions in terms of sustainability and quality whilst critically appreciating the cultural, social, economic and environmental impacts of Leisure Attractions.
- Critically evaluate marketing and management policies with regard to a range of operational issues affecting visitor experience in terms of guest service and performance, expectations, interaction, interpretation, branding, theming, secondary spend and health and safety/ risk management whilst appreciating the effects of seasonality, trends, the current economic climate and terrorism issues.

### **INDICATIVE CONTENT**

- Definitions and backgrounds: Types of attractions, iconic developments, public private sector debate, commercial goals, voluntary sector, impacts of free access to galleries and museums.
- Concepts for development, feasibility, funding, strategies, trends, influences, visitor profile, footfall, image, expectations, societal pressures social, tourism benefits, community use, economic, cultural and environmental impacts, ethics, sustainability.
- Managerial and operational issues: sustainability, seasonality, location, staffing, training, mission, vision, development, investment, guest service, marketing,

interpretation, secondary spend, events, theming, branding, health and safety, risk management, visitor experience management.

- Case studies - case studies are likely to include - Walt Disney organisation with specific reference to Disney and Merlin as well as local attractions and the development of new iconic attractions through focusing on the Visit Wales Tourism Strategy.

## LEARNING AND TEACHING STRATEGY

Due to the nature of this module it will involve a high level of practical case study analysis; therefore the students will learn through a structured mix of a weekly two hour keynote theory lecture, supported and underpinned by seminars and tutorials. Field trips are an essential requirement and will wherever possible be utilised to develop issues in more depth and to bring learning alive.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   | 40         | 20%         |
| Independent learning | 150        | 75%         |
| Placement learning   | 10         | 5%          |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

### Assessment Component 1 – 50%

Practical - Management Audit Presentation (15 minutes)

Students will be required to present a detailed management presentation auditing a leisure attraction in order to put forward key strategic recommendations to overcome operational and management issue affecting the performance of the visitor experience.

### Assessment Component 2 – 50%

Coursework – written assignment (3000 words)

Students will be required to undertake a written assignment to either consider the feasibility of a planned new iconic and sustainable attraction, develop a marketing or events strategy to relaunch or rebrand a selected attraction, or an operational plan to utilise interpretation and theming or to address risk/health and safety issues affecting a selected attraction.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 50%         |
| Practical     | 50%         |
| <b>TOTAL</b>  | <b>100%</b> |

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                                                                                                                                    |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                                                                                 | Yes ✓ |
|                                                                                                                                                                                                                                                                                                                                                                                                    | No    |
| If yes please provide brief details (no more than 100 words):<br><br>The module will focus on developing the student detailed understanding of sustainable development and how this applies to the management of existing leisure attractions and the development of new attractions. Sustainability will be addressed through consideration of environmental, economic issues and business needs. |       |

## BIBLIOGRAPHY

### Essential

Fyall, A., Garrod, B & Leask, A. (2008) Managing Visitor Attractions- New Directions, Oxford: Butterworth Heinemann.

Page, S. and Swarbrook, J. (2012) The Development and Management of Visitor Attractions, Oxford: Butterworth-Heinemann

Edelheim, J (2015) Tourist Attractions: From objective to narrative, Social Science

### Background

Moss, S, Walmsley, B (2004) Entertainment Management towards best Practice

Leask, A (2010) Tourism Management – Progress in Visitor Attraction Research Elsevier

Frochot, I and Batat, W (2013) Marketing and Designing the Tourist Experience, Goodfellow

Walsh Heron, J and Stevens, T (1990) Management of Visitor Attractions and Events, Prentice Hall

Moss, S, Walmsley, B (2004) Entertainment Management towards best Practice

Inside the Mouse (1995) The project on Disney, Duke University Press

Schweizer, P (1998) Disney – The Mouse betrayed; Greed Corruption and children at risk, Regnery Press

Koenig, D (1995) Mouse Tales: A behind the ears look at Disneyland, Bonaventure Press

Koenig, D (2002) More Mouse Tales: A closer peek backstage at Disneyland, Bonaventure Press

Koenig, D (2015) Mouse under the glass, Bonaventure press

Doswell, R. (2000) The Management of the Tourism Sector, Institute of Commercial Management, London: Columbus

Lainsbury, A. (2000) Once Upon an American Dream - The Story of Eurodisneyland, University of Kansas

Leask, A & Yeoman. (1999) Heritage Visitor Attractions- An Operations Management Perspective, London: Cassell

Morgan, M et al (2010) The Tourism and Leisure Experience, Channel View

Yeoman, I (2012) 2050 Tomorrow's Tourism, Channel View

Yale, P (2004) from Tourist Attractions to Heritage Tourism, ELM publications, Huntingdon

Yeoman, I and Drummond, S (2000) Quality Issues in Visitor Attractions, Butterworth-Heinemann Oxford

Meza, P. (2008) Coming Attractions, USA: Meza

Newsome et al. (2005) Geo Tourism, London: Elsevier

### **Journals**

Attraction Management

Leisure Management

Association of Leading Visitor Attractions Journal

International Journal of Tourism Research

Current issues in Tourism

Tourism Management

An International Journal of Tourism and Hospitality Research

Journal of Convention and event Tourism

Tourism Insights

### **Websites**

[www.attractionshandbook.com](http://www.attractionshandbook.com)

[www.tourismsociety.org](http://www.tourismsociety.org)

[www.attractionmanagement.com](http://www.attractionmanagement.com)

[www.leisuremedia.com](http://www.leisuremedia.com)

[www.leisuremanagement.com](http://www.leisuremanagement.com)

[www.alva.org.uk](http://www.alva.org.uk)

[www.balppa.org](http://www.balppa.org)

**MODULE CODE:** M6X02117  
**TITLE:** Sandwich Internship  
**DATED:** 28/04/2016  
  
**LEVEL:** 6  
**CREDITS:** 20  
  
**JACS CODE:** N900

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#### **AIM(S)**

- With the Government and QAA's increased focus on employability and work based learning this elective module is designed to provide students with an opportunity to fully develop their vocational skills within the Industry whilst focusing on enhancing their practical organisation and management understanding. The module allows students to spend a year working in industry and so provides greater opportunities for observation and evaluation in order to apply learning in a practical context. Where possible the module aims to progress the student work based skills to gain either supervisory experience or develop a specialism.
- In the current economic climate it may also allow students who are struggling financially to earn much needed revenue to help support them through their final year of studies. The Sandwich Internship also allows students to experience working in the UK or internationally, and if they wish an opportunity to develop their skills working with more than one organisation. Furthermore this allows for greater comparative evaluation of management issues and policies. Students will be encouraged to complete the level 6 consultancy project module or dissertation linked to their sandwich internship experience.

#### **LEARNING OUTCOMES**

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

- Reflect upon their development of their personal and professional skills and enhance their CV and employability skills.
- Systematically discuss, compare, analyse and assess in detail specific or generic concepts regarding resources, organisational, financial and motivational issues affecting the organisation and its performance.
- Critically apply a range of theories in a work based context to evaluate and discuss a variety of industry issues and organisational policies and procedures in order to put forward actionable strategic recommendations.

#### **INDICATIVE CONTENT**

- The organising of an appropriate sandwich internship relevant to the programme aims and objectives and the student's individual career goals and aspirations. Linked to this will be the need to complete an internship learning contract and risk assessment in preparation for the experience.
- Development of personal and professional skills (vocational and reflective learning). Undertaking operational roles and in addition and where ever possible the development

of supervisory or specialist skills via practical experience as well as observation. To include Communication skills, team work, task management, problem solving and initiative.

- Industry and organisational issues and the application of academic knowledge (observation, research, evaluation and analysis) which may include management structures, management styles, motivation theory and practice, delegation, training policies and procedures, staffing issues, quality policies, performance measures, marketing strategies and evaluation, market position, competition, pricing policies, funding, financial management, budgets, health and safety, standards, industry sector, corporate culture.
- Detailed research, problem solving and the ability to think critically discuss and debate issues and put forward strategic policy initiatives.

## LEARNING AND TEACHING STRATEGY

This module is a student self-managed learning experience. The internship team will discuss possible internship opportunities and support, however, the student is responsible for organising their own internship experience which will develop their employability skills and provide them with the required learning experience. This will encourage them to further develop their self-management ability as well as gain a detailed management understanding and an organisational management appreciation from operational experience, observation, research and reflection.

The tutor will assist in facilitating reflection, critical analysis and in-depth debate. The students will also be supported in the research and analysis process by the employer but will be encouraged to develop their independence.

Tutors and employers will also facilitate and support students in evaluating issues and applying theories to produce critical and strategic solutions to work based problems. Organisations will be encouraged to set the student an internship research project to undertake during their internship for submission to the organisation and the university which may be linked to the organisational consultancy module.

Whilst the student will be supported and assisted by the internship unit it is the student's responsibility to secure an appropriate and acceptable sandwich internship experience, and manage the experience and not the internship tutor.

If the student elect to undertake the consultancy project module whilst on internship the module support and guidance hours will be increased in line with the support available for the consultancy project module.

The allocation of teaching to deliver the module is:

| Activity type        | Hours      | Percentage  |
|----------------------|------------|-------------|
| Scheduled learning   |            |             |
| Independent learning | 200        | 100%        |
| Placement learning   |            |             |
| <b>TOTAL</b>         | <b>200</b> | <b>100%</b> |

## ASSESSMENT

Evidence of Learning Outcomes will be in the form of a structured mix of practical internship, tutor assessment viva to include student reflection and an internship organisation project.

### Assessment Component 1 – 40%

Coursework – Internship viva assessment (30 minutes) with employer appraisal and e-portfolio development record

#### Exemplar

Evidence of Learning Outcomes 1 and 2 will be in the form of an internship viva assessment by a tutor from the programme. Students will be required to demonstrate cognitive thought and depth in analysing and discussing relevant organisational management issues. They will need to critically apply theory to discuss issues and put forward strategic recommendations for policy improvements. This will be supported by an employer appraisal to evaluate the student's overall performance and development in the workplace and an e-portfolio development record designed for the student to reflect upon their learning and development. Students will also be required to successfully complete the full duration of the sandwich internship contract.

### Assessment Component 2 – 60%

Coursework – research project (3,000 words).

#### Exemplar

Evidence of Learning Outcome 3 will be in the form of a detailed internship research project (equivalent to 3,000 words). Employers will be encouraged to agree an internship project for the student to undertake whilst an intern. They will be required to select a management/organisational issue to research in depth and produce a project that discusses the topic from a practical and theoretical stance offering strategic policy recommendations for the organisation. Projects will require work based research and a detailed theoretical review to support critical analysis and develop strategic policy initiatives. The project is designed to link back to the student's academic studies, prepare students for their final year's research and be of benefit for the organisation.

Students may elect with the agreement of tutors to link either their dissertation or consultancy project to their internship. If this is agreed the student will receive additional support for this module during their internship.

### Assessment Summary

| Activity type | Percentage  |
|---------------|-------------|
| Written exam  |             |
| Coursework    | 100%        |
| Practical     |             |
| <b>TOTAL</b>  | <b>100%</b> |

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Yes ✓ |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | No    |
| If yes please provide brief details (no more than 100 words):<br><br>As part of a real world setting, the students will be able to experience first-hand the application of sustainable business practices within the organisations they are imbedded. In addition, students will critically analyse their time spent within the internship / internship, and will be encouraged to think systemically and creatively about how they can make a positive future impact on the sustainability of the business they are placed in. Beyond issues of environmental sustainability, students will be exposed to a wide variety of sustainability concerns, such as social, economic and ethical issues, as well as on an individual level it will enhance the student's future in terms of employability. |       |

## BIBLIOGRAPHY

### Essential

NCWE, 2009 Work based Learning: Code of Practice, NCWE, London

QAA, 2012 Internship Learning code of Practice, QAA, London

UWTSD 2013 Quality Handbook Chapter 10

ASET 2013 Good Practice Guide for Work based and Internship Learning in Higher Education, ASET, Sheffield

### Background

ASET, 2005, Internship Code of Practice, ASET, Sheffield

Bowes, G & Harvey, L, 2004 Impact of Sandwich Education, UCE, Coventry

CRA, 2002 Personal Development Planning, CRA, London

Kolb D A, 1994 Experiential Learning, Prentice Hall, New Jersey

LTSN, 2008 Employability Skills, LTSN, Oxford

NCWE, 2008 Enhancing Employability, Univ. UK & NCWE, London

NCWE, 2008 Student Internship Pack, NCWE, London

### Journals

LTSN – Link

**MODULE CODE:** M6X02118  
**TITLE:** Strategic Festivals and Events Management  
**DATED:** 28/04/2016

**LEVEL:** 6  
**CREDITS:** 20

**JACS CODE:** N820

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### **AIM(S)**

The aim of this module is to provide students with a critical appreciation of strategic planning for major events and festivals. Effective planning and management is essential to ensure feasibility and accountability for events which can often rely on public as well as private sector funding and voluntary sector input. Furthermore, through an investigation of contemporary research, students will be encouraged to challenge the assumptions and theories relating to the impacts of major events and festivals upon a host community and produce creative responses to key sustainability issues. An 'ex-ante' approach to leveraging benefits of events will be considered in combination with 'ex-post' impact studies.

### **LEARNING OUTCOMES**

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

- Systematically analyse and evaluate the process of effective event feasibility studies to produce creative and enterprising responses to industry issues
- Demonstrate the ability to critically examine the social, cultural, economic and environmental impacts of events and festivals

### **INDICATIVE CONTENT**

- Event feasibility - strategic event management and planning, models and approaches to feasibility, deciding to bid, parameters of event research
- Event Impacts - political factors, social and cultural impacts, community roles, nation building, environmental impacts, economic impacts, multiplayer effects, strategies for maximisation of positive impacts and mitigation of negative impacts
- Event stakeholder groups, stakeholder theory
- Event risk and crisis management, dealing with uncertainty
- Event strategies - seasonality, festival policies, funding, tourism developments, rebranding and image, Government plans and strategies
- Creative and enterprising approaches to sustainable events

## LEARNING AND TEACHING STRATEGY

This module will be delivered via keynote lectures, guest speakers and student/tutor led seminars and tutorials. Case studies will be a key feature of the module and field study will be incorporated as appropriate.

The allocation of teaching to deliver the module is:

| Activity type        | Hours | Percentage |
|----------------------|-------|------------|
| Scheduled learning   | 48    | 24%        |
| Independent learning | 152   | 76%        |
| Placement learning   |       |            |
| TOTAL                | 200   | 100%       |

## ASSESSMENT

### Assessment Component 1 – 70%

Coursework – feasibility report (3,500 words).

Exemplar

Students should produce a feasibility report for a client event brief. The report should present a creative solution to the brief with consideration of all areas of strategic event planning to identify if the concept will meet strategic objectives.

### Assessment Component 2 – 30%

Coursework (15 minutes per person).

Exemplar

Students are required to lead a seminar style session in small groups which will rotate seminar leaders on a weekly basis. Issues and concepts in event impacts will be presented and contemporary literature should be explored. Students should demonstrate a creative approach to presentation which includes taking risks to encourage engagement from the seminar group. Due to the weekly commitment for this assessment type, it will run alongside preparation for assignment one.

### Assessment Summary

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

## EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

|                                                               |       |
|---------------------------------------------------------------|-------|
| Does the module contribute to ESD?                            | Yes ✓ |
|                                                               | No    |
| If yes please provide brief details (no more than 100 words): |       |

Sustainable development is a focal point of this module. Students will develop a creative approach for a sustainable event industry and will explore in-depth the impacts of major events.

## **BIBLIOGRAPHY**

### **Essential**

Getz D. (2012), Event Studies; theory, research and policy for planned events, 2<sup>nd</sup> Ed. Butterworth-Heinemann, Oxford

Masterman, G. (2014) Strategic Sports Event Management 3<sup>rd</sup> Ed. Routledge, Oxford

O'Toole, W. (2011) Events feasibility and development: from strategy to operations Butterworth-Heinemann, Amsterdam.

### **Background**

Allen J., O'Toole W., McDonnell I. & Harris R., (2011) Festival and special event management, 5<sup>th</sup> Ed., John Wiley & Sons, Sydney

Foley, M., McGillivray, D., and McPherson, G. (2012) Event Policy: From Theory to Strategy Routledge, Oxford

Jones M. (2010) Sustainable Events Management: A Practical Guide Earthscan, London

Picard D & Robinson M, (2006) Festivals tourism and Social Change, Channel View Publications, Clevedon.

Reiter, C. (2010) Mega-events and their impact on the economy: a tourism and economics analysis USA

Richards, G., de Brito, M., and Wilks, L., (2013) Exploring the Social Impacts of Events. Routledge, London.

Robinson M. & Novelli M. (2005) Niche tourism: an introduction, in contemporary issues, trends and cases, Elsevier, London

Long, P., & Robinson M., Eds. (2004) Festivals and tourism: marketing, management and evaluation, Business Education Publishers Ltd., Sunderland

Shone A., & Parry B., 2004, Successful Events Management, Thomson, London

### **Journals**

Festival & Events Management

Tourism Economics

Current Issues in Tourism

Tourism Management

Annals of Tourism Research

## Websites

[www.visitbritain.co.uk/](http://www.visitbritain.co.uk/)  
[www.ukevents.net/](http://www.ukevents.net/)  
[www.event-management-uk.co.uk/](http://www.event-management-uk.co.uk/)  
[www.culture.gov.uk](http://www.culture.gov.uk)  
[www.eventimpacts.com](http://www.eventimpacts.com)  
[www.world-tourism.org](http://www.world-tourism.org)

Association of British Professional Conference Organisers  
[www.abpc.org](http://www.abpc.org)

Association of Event organisers  
[www.aeo.org.uk](http://www.aeo.org.uk)

Corporate Event Channel  
<http://www.corporateeventchannel.com/>

Events Management Body of Knowledge  
[www.embok.org](http://www.embok.org)

Meetings Review - The leading global network of web TV, news and online marketplace for the meetings industry <http://meetingsreview.com/europe/news/region>

Events Services Directory  
<http://www.entsweb.co.uk/eventman/index.html>

Event Management Portal  
<http://www.event-management-uk.co.uk/>

Event Industry Alliance  
<http://www.eventsindustryalliance.com/page.cfm/Link=1/t=m/goSection=1>

Eventia – Trade organisation for the Events Sector  
<http://www.eventia.org.uk/>

International Journal of Event Management Research  
<http://www.ijemr.org/index.html>

[www.leisuretourism.com](http://www.leisuretourism.com)

London Launch – London Events Community  
<http://www.londonlaunch.com/>

Meetings Professionals International  
<http://www.mpiweb.org/cms/mpweb/default.aspx>

National Outdoor Events Association  
<http://www.noea.org.uk/>

**MODULE CODE:** M6X02119  
**TITLE:** Strategic Travel and Tourism Management  
**DATED:** 28/04/2016  
  
**LEVEL:** 6  
**CREDITS:** 20  
  
**JACS CODE:** N810

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### **AIM(S)**

- The module will aim to provide students with an appreciation of the dynamic relationship between the need to plan effective travel and tourism development strategies at both national and international levels - and the requirement to integrate this with compatible transportation environmental planning and sustainable development strategies.

### **LEARNING OUTCOMES**

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

- Systematically evaluate contemporary strategic tourism planning issues and the relationship between tourism development and the environment, whilst reviewing and evaluating management planning techniques and their role in effecting sustainable tourism development.
- Critically analyse in detail 'green' transport and tourism initiatives and assess European, UK and Welsh transport policies and their impact upon tourism.

### **INDICATIVE CONTENT**

- Strategic travel and tourism management. Introduction and issues
- Environmental issues, Tourism trends and impacts
- Planning policy and practice, Sustainable development initiatives
- Environmental impact assessment, Environmental management techniques
- Approaches to tourism planning and development, Case studies of good tourism development practice, Tourism and environmental initiatives
- Links between transport and the development of Tourism from the 19<sup>th</sup> century to current times
- Evaluation of Transport Policy in the UK, Wales and EU and its implications for the tourist journey
- Road, rail, aviation, water based transportation, cycling and walking. Appropriate analysis of case studies; current/contemporary issues i.e. Heathrow expansion; HS2

- The opportunities arising from the new developments in travel and transport strategies with national/international context
- Transport privatisation, transport deregulation and its implications for tourism
- Green transport, sustainability and tourism opportunities, Specialist transport products for tourists
- Political influences and issues upon travel and transport provision
- Package holidays and transport, Transport innovations and future markets for tourism

## LEARNING AND TEACHING STRATEGY

Issues relating to the concepts and strategic issues associated with travel and tourism management are suited to delivery within weekly lectures and tutorials. Lectures will introduce the students to relevant principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of information learned. Case studies will also be used to develop further understanding and practical application within travel and tourism. Exploration of topic areas will draw upon previous modules within levels 4 and 5 – and in particular upon knowledge, experience and industry insights gained within work experience placements.

The allocation of teaching to deliver the module is:

| Activity type        | Hours | Percentage |
|----------------------|-------|------------|
| Scheduled learning   | 48    | 24%        |
| Independent learning | 152   | 76%        |
| Placement learning   |       |            |
| TOTAL                | 200   | 100%       |

## ASSESSMENT

The module will be assessed through a mix of coursework (50%) and examination (50%), which is seen as the best method to achieve module outcomes.

### Assessment Component 1 – 50%

Coursework – essay (2500 words).

Assessment 1 will require students to research and draft a 2,500 word essay on a related strategic travel and tourism issue, relevant to the industry. Title themes will vary year on year to ensure distinctness and to avoid repetition and possible plagiarism. The learning outcome will provide students with a critical understanding of the relationship between tourism development and the environment, both from a sustainable travel/transport and planning perspective.

### Exemplar

This individual assessment requires you to write a 2500 word essay investigating strategic planning and management issues within the travel and tourism sector – and their need to embrace the concept of sustainability. The use of case study examples will be key to this critical analysis, with both positive and negative practices highlighted. Both a national and international perspective will be required. Strategic management policy and principles currently

employed within the travel and tourism sector will need to be scrutinised, with an evaluation made of methods of application.

The production of this assignment will require IT skills, both primary and secondary research, critical thinking and academic skills such as referencing and report writing conventions. Guidelines will be issued to direct students towards specific areas of investigation.

### **Assessment Component 2 – 50%**

Written Exam (2 hours).

Assessment 2 will require students to sit a two hour open book examination, under UWTSD regulations, following standard examination policies and procedures. Allowances will be made for registered special needs students. Examination questions will be vary year on year to avoid repetition, but will follow similar themes associated with strategic travel and tourism management issues.

The learning outcome will provide students with the opportunity to demonstrate a knowledge and critical understanding of managing tourism and transport sustainably within a national and international context.

#### **Exemplar**

This assessment requires you to answer two questions (from a choice of four), within a two hour open book examination, on subjects relating to information covered within lectures and tutorials throughout the academic year. Students will be given direction within revision sessions on question topics – and will be given additional study skills support on developing examination techniques if required. The use and application of case study illustrations will be needed to support theoretical concepts.

#### **Assessment Summary**

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

### **EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Does the module contribute to ESD?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Yes ✓ |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | No    |
| If yes please provide brief details (no more than 100 words): <ul style="list-style-type: none"><li>• Students will be capable of envisioning alternative futures within transport, utilising new technologies</li><li>• Students will be given examples of sustainable transport initiatives for working collectively towards positive change within destination communities</li><li>• Graduates will understand the ethical responsibilities of developing sustainable travel within the tourism sector.</li></ul> |       |

## **BIBLIOGRAPHY**

### **Essential**

Cooper C. and Hall M. (2012), Contemporary Tourism: an International Approach. Goodfellows, Oxford.

Edgell D. and Swanson J. (2013) Tourism Policy and Planning 2<sup>nd</sup> Ed., Routledge, London.

### **Recommended**

Bagwell, P. & Lyth, P. (2006) Transport in Britain 1750 – 2000, Hambledon, London.

Benckendorff P. and Lund-Durlacher D. (2013) International Cases in Sustainable Travel and Tourism. Goodfellows, Oxford.

Dowling R. and Newsome D. (2010) Global Geotourism Perspectives. Goodfellows, Oxford.

Mowforth M and Munt I (2009) Tourism and Sustainability. Routledge, Abingdon.

### **Journals**

Town and Country Planning  
Transport  
Transportation  
Travel and Tourism Analysis  
Journal of Sustainable Tourism

### **Websites**

[www.culture.gov.uk](http://www.culture.gov.uk)  
[www.visitwales.com](http://www.visitwales.com)  
[www.etoa.org](http://www.etoa.org)  
[www.visitbritain.com](http://www.visitbritain.com)  
[www.britishwaterways.co.uk](http://www.britishwaterways.co.uk)