



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

PROGRAMME DOCUMENT

MBA / PgDip

Human Resource Management

Marketing

Entrepreneurship

Information Management

Banking and Finance

**MBA General Management
(Corporate Finance)**

**MBA General Management
(International Business)**

**MBA General Management
(International Marketing)**

MBA

UWTSD LONDON

Validated

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CONTENTS

SECTION A - The Main Programme	3
1. Introduction.....	3
2. Programme Details	8
2.1 Portfolio Overview	8
2.2 Programme Summary	16
2.2.1 Programme Overview (Banking & Finance)	20
2.2.1.1 Programme Structure.....	20
2.2.1.2 Programme Aims	20
2.2.1.3 Programme Learning Outcomes	21
2.2.2 Programme Overview (Information Management).....	24
2.2.2.2 Programme Aims.....	25
2.2.2.3 Programme Learning Outcomes	25
2.2.3 Programme Overview (Human Resource Management).....	28
2.2.3.1 Programme Structure.....	28
2.2.3.2 Programme Aims.....	29
2.2.3.3 Programme Learning Outcomes	30
2.2.4 Programme Overview (Marketing)	32
2.2.4.1 Programme Structure.....	33
2.2.4.2 Programme Aims.....	33
2.2.4.3 Programme Learning Outcomes	34
2.2.5 Programme Overview (Entrepreneurship)	36
2.2.5.1 Programme Structure.....	37
2.2.5.2 Programme Aims.....	37
2.2.5.3 Programme Learning Outcomes	39

2.2.6	Programme Overview (General Management)	41
2.2.6.1	Programme Structure.....	42
2.2.6.2	Programme Aims.....	43
2.2.6.3	Programme Outcomes	43
2.2.7	Programme Overview (MBA).....	47
2.2.7.1	Programme Structure.....	47
2.2.7.2	Programme Aims.....	48
2.2.7.3	Programme Outcomes	49
2.2.8	Programme Overview (GradDip).....	51
2.2.9	Programme Overview (PG Cert).....	55
SECTION B		56
3.1	Placements.....	56
3.2	Work-based Learning	56
3.3	Sustainability Statement and the Well-being of Future Generations (Wales) Act 2015.....	56
SECTION C - All Programmes		60
4.	Module Details	60

SECTION A - The Main Programme

1. Introduction

Overview of the proposal:

Awarding Institution /Body	University of Wales Trinity Saint David	University of Wales Trinity Saint David	University of Wales Trinity Saint David	University of Wales Trinity Saint David	University of Wales Trinity Saint David	University of Wales Trinity Saint David	University of Wales Trinity Saint David
PSRB(s) associated with final award	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other accreditation	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Teaching Institution	UWTSD London Campus	UWTSD London Campus	UWTSD London Campus	UWTSD London Campus	UWTSD London Campus	UWTSD London Campus	Hong Kong Management Association & UWTSD London Campus
Award Title	MBA	MBA	MBA	MBA	MBA	MBA	MBA
Degree name	MBA Human Resource Management	MBA Banking & Finance	MBA Entrepreneurship	MBA Information Management	MBA Marketing	MBA General Management (Corporate Finance) (International Business) (International Marketing)	MBA

Intermediate Awards	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Exit Awards	Postgraduate Certificate in Business Administration Postgraduate Diploma in Human Resource Management	Postgraduate Certificate in Business Administration Postgraduate Diploma in Banking & Finance	Postgraduate Certificate in Business Administration Postgraduate Diploma in Entrepreneurship	Postgraduate Certificate in Business Administration Postgraduate Diploma in Information Management	Postgraduate Certificate in Business Administration Postgraduate Diploma in Marketing	Postgraduate Certificate in Business Administration Postgraduate Diploma in General Management (Corporate Finance) (International Business) (International Marketing)	Postgraduate Certificate in Business Administration Postgraduate Diploma in Business Administration
Programme JACS Code	N100	N100	N100	N100	N100	N100	N100
UCAS code	UCAS code will be added after validation	UCAS code will be added after validation	UCAS code will be added after validation	UCAS code will be added after validation	UCAS code will be added after validation	UCAS code will be added after validation	UCAS code will be added after validation
	Full-time	Full time	Full time	Full time	Full-time	Full-time	Full-time

Mode of attendance							Part-Time
Duration	Standard (AQH 6.2)	Standard (AQH 6.2)	Standard (AQH 6.2)	Standard (AQH 6.2)	Standard (AQH 6.2)	Standard (AQH 6.2)	Standard (AQH 6.2)
Location(s) of delivery	University of Wales Trinity Saint David (London)	University of Wales Trinity Saint David (London)	University of Wales Trinity Saint David (London)	University of Wales Trinity Saint David (London)	University of Wales Trinity Saint David (London)	University of Wales Trinity Saint David (London)	Hong Kong and London
Language of delivery	English	English	English	English	English	English	English
QAA Subject Benchmarking Statement(s)	QAA master's degree business and management subject benchmark (June 2015)	QAA master's degree business and management subject benchmark (June 2015)	QAA master's degree business and management subject benchmark (June 2015)	QAA master's degree business and management subject benchmark (June 2015)	QAA master's degree business and management subject benchmark (June 2015)	QAA master's degree business and management subject benchmark (June 2015)	QAA master's degree business and management subject benchmark (June 2015)
Other external benchmarks	UK Quality Code for Higher Education: The Frameworks for Higher Education	UK Quality Code for Higher Education: The Frameworks	UK Quality Code for Higher Education: The Frameworks for Higher Education	UK Quality Code for Higher Education: The Frameworks for Higher Education	UK Quality Code for Higher Education: The Frameworks for Higher	UK Quality Code for Higher Education: The Frameworks for Higher Education	UK Quality Code for Higher Education: The Frameworks for Higher Education

	Qualifications of UK Degree-Awarding Bodies (October 2014)	for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014)	Qualifications of UK Degree-Awarding Bodies (October 2014)	Qualifications of UK Degree-Awarding Bodies (October 2014)	Education Qualifications of UK Degree-Awarding Bodies (October 2014)	Qualifications of UK Degree-Awarding Bodies (October 2014)	Qualifications of UK Degree-Awarding Bodies (October 2014)
	QAA Characteristics Statement Masters Degree (September 2015)	QAA Characteristics Statement Masters Degree (September 2015)	QAA Characteristics Statement Masters Degree (September 2015)	QAA Characteristics Statement Masters Degree (September 2015)	QAA Characteristics Statement Masters Degree (September 2015)	QAA Characteristics Statement Masters Degree (September 2015)	QAA Characteristics Statement Masters Degree (September 2015)
	QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers September 2012	QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers September 2012	QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers September 2012	QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers September 2012	QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers September 2012	QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers September 2012	QAA Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers September 2012

2. Programme Details

2.1 Portfolio Overview

MBA Programmes

The School of Business has successfully delivered a suite of MBA programmes since 2007. In the case of the Carmarthen campus, the MBA programmes were developed primarily for the local market and, in the case of the Lampeter campus, the MBAs were aimed primarily at International students. Following the merger of Trinity University College, Carmarthen and the University of Wales, Lampeter, the MBA programmes of the two campuses were successfully combined and re-validated at the end of 2010. The MBAs continued to be delivered as franchise programmes in one collaborative partner college in London, where student cohorts (200+ on average) were admitted in October, February and June each year. This collaborative partnership was terminated in February 2012 and some teach out commitments remain and are being managed by TSD's campus in London, which was established in the spring of 2012.

Following the subsequent merger with Swansea Metropolitan University a further revalidation of the MBA took place in 2013 to be delivered in Swansea and London (provision in Lampeter and Carmarthen ceased).

The UWTSD London Campus has taken this revalidation as an opportunity to review the MBA portfolio and ensure it remains focused on its international target markets. Based on market intelligence and current experience the structure and content of the current programmes remain relevant in the target international markets and hence there are no proposed changes. In 2015 the UWTSD MBA (as delivered in Swansea and London) was also validated for delivery in Hong Kong by the Hong Kong Management Association. Now that the UWTSD in-house MBA provision has been differentiated into a Swansea programme and a London programme the HKMA provision will be aligned with the MBA (designated MBA with no other sub-heading) offered on the London campus.

The MBA is still widely regarded as the premier business management qualification and student demand for MBA programmes is consistently high. Employers recognise the value of the MBA qualification because of the MBA's focus on business related issues and management functions, including finance, marketing, human resource management, strategic management and entrepreneurship and therefore the career prospects of MBA graduates are considered to be higher.

MBA with pathways

The MBA with pathways provides a qualification which is designed to provide a rounded knowledge of organizational management, as well as a range of transferable skills. Students will experience a wide range of teaching and learning methods, as well as appropriate methods and forms of assessment. Students can choose from a range of options, such as the MBA Human Resource Management, Marketing, Entrepreneurship, Information Management, Banking and Finance. The taught part of each of the aforementioned pathways consists of a common set of four compulsory modules (80 credits) plus two pathway modules (40 credits). On successful completion of Part 1 (the taught part) of the programme, students may proceed to Part 2, where they will focus on a specific project on a topic commensurate with their chosen pathway (a Dissertation, an Integrated Case Study or a Business Development Proposal).

MBA Human Resource Management

This programme provides the academic and practical skills necessary to develop and reflect on high level human resource management skills and competences which will be applicable across a wide range of situations, sectors and organizations. Students learn the principles and skills involved in managing people and the employment relationship. It will also equip students to conduct advanced research into a variety of human resource management issues whilst focusing on the interrelationship of human resource management and organisational performance both nationally and internationally

This MBA is aimed at students who may aspire to a career or role in human resource management in the UK or overseas. The programme equips students for employment in areas such as recruitment and selection, training and development, reward management, consultant, career development, human resource planning etc. as well as general management and for progression to senior management roles.

MBA Marketing

This programme provides the academic and practical skills necessary to develop and reflect on high level marketing management skills and competences which will be applicable across a wide range of situations, sectors and organizations. It will also equip students with the skills and knowledge to conduct advanced research into a variety of marketing management issues whilst focusing on the interrelationship of marketing management and organisational performance.

This MBA is aimed at students who may aspire to a career or role in positions such as marketing manager, brand manager, market research analyst, and new product manager in the UK or overseas. Those with strong financial skills could seek a career in

strategic or market related planning, whilst there may also be opportunities as sales manager, advertising manager, public relations director, and marketing communications manager. Marketing and advertising agencies often have opportunities for marketing MBAs in advertising, direct marketing, and communications specialisation, and consulting firms also hire them as new market developers, strategists, and customer segmentation specialists.

MBA Entrepreneurship

This programme provides students with the opportunity to develop an academic understanding of the current debates in the field of entrepreneurship. This will include the review, development and reflection of a range of high level entrepreneurial capabilities and competences that are relevant in both intrapreneurial and entrepreneurial situations, in all types of organization contexts. Students will develop the necessary skills and knowledge to conduct advanced research into a variety of entrepreneurial issues whilst focusing on the role and impact of entrepreneurship.

This MBA is aimed at students who might want to apply entrepreneurial approaches in both profit and not for profit organisations, in small or large organisations, and at global or local levels. Student might also be planning to own their own entrepreneurial venture at some stage in their career.

MBA Information Management

This programme provides students with the opportunity to develop and reflect on high level information management issues. It strengthens the students' ability to adopt an international perspective in developing their own unique interpretations of all the modules within the programme. The pathway modules focus on the strategic areas of e-business, management information systems and business decision making. The programme also provides the depth of understanding to support project work and advanced research which focuses on information issues within a business.

This MBA is aimed at employment within multinational organizations, but also within the small business sector, where internationalisation of business is increasingly important and multi-skilling is essential. This MBA is aimed at students who may aspire to a career in information management in the UK or overseas.

MBA Banking and Finance

This programme provides the academic and practical skills necessary to develop and reflect on high level bank and financial management issues which will be applicable across a wide range of financial situations, financial markets and financial organizations. It will also equip students with the skills and knowledge to conduct

advanced research into a variety of financial management issues whilst focusing on the interrelationship of financial management and organisational performance.

The MBA is aimed at students who may aspire to a career or role in banking and finance in the UK or overseas.

MBA General Management (Corporate Finance) / (International Marketing) / (International Business)

This programme provides the academic understanding, practical focus and professional skills which are required for the development of a career in the contemporary business and organisational world. The programme focuses on developing and reflecting on those high level management skills and competences which will be applicable across a wide range of situations, sectors and organisations. Students learn the principles and skills which help managers to maximise the potential of organisational resources to achieve shared goals. It also equips students with the skills and knowledge to conduct advanced research into a variety of organisational and leadership issues whilst focusing on the interrelationship of leadership and organisational performance.

This MBA is aimed at students who aspire to a professional career or role in management and business in the UK or overseas and caters particularly for international students and those who view their career potential in an increasingly global professional environment. While not specific to any one occupational category, the demand projections for future job growth and development for graduates of this programme require to be viewed in an international context. Employability will depend greatly on international location, industry and career structure. Potential careers and advancement opportunities include management roles in Business, Human Resource Management and international workforce development, international business contexts including business entrepreneurship and regional development, Education, Health services development, Public Service and elsewhere. Depending on the choice of modules, students have the choice of the award of MBA General Management (Corporate Finance), or MBA General Management (International Marketing), or MBA General Management (International Business).

MBA

This MBA has been developed in consultation with The Hong Kong Management Association (HKMA) in Hong Kong for delivery in Hong Kong and at UWTSD's London Campus. The overarching aim of the programme is to bridge professional competencies with analytical, theoretical and research experiences to meet the strategic and resource challenges facing individuals in the competitive employment market.

The target students in Hong Kong are working executives from various business sectors, who reside or work in Hong Kong, and have relevant management or professional experience. Other applicants who may have significant management, or business experience may be admitted to the programme without degree or degree equivalent qualifications if they can demonstrate their potential to meet the learning requirements of the programme. The London Campus is targeting international students from across the Globe.

Employability

The MBA programme remains a highly relevant offering and reflects the realities and needs of the local as well as the international market place. The programme portfolio seeks to combine the latest in management theory with the practical and professional skills that modern employers are looking for.

Therefore the proposed programmes' aims, learning outcomes and content, together with the teaching, learning and assessment strategies remain aligned with the needs of employers and ensure learners are equipped with the relevant skills and knowledge to enter a dynamic business environment.

The MBA programme is aimed at students who aspire to a professional career or role in management and business in the UK or overseas and caters particularly for international students and those who view their career potential in an increasingly global professional environment as well as providing insights into the new world of work (WEF, 2017).

Potential careers and advancement opportunities include management roles in business, human resource management and international workforce development, international business contexts including business entrepreneurship and regional development, education, health services development, public service and elsewhere.

Learning, teaching and assessment strategy

Student-centred learning strategies will be employed throughout the programme to ensure a balance of theory and practice. Activities will engage learners in the ideas and will allow them to participate in discussion on the application of these ideas to practical situations in their own and others contexts. Students are encouraged to work in groups and to engage in critically reflective discussions in areas that are relevant to their own employment context or a given case organisation, thereby gaining individual, formative feedback from their peer group as well as academics.

Knowledge and Understanding

Knowledge and understanding are achieved through learning activities that emphasise students' engagement with research-led resources and dialogue with each other and their lecturers. Resources will be made available from a range of different sources, such as books, journal articles, videos, images, numerical data, voice recordings, transcripts, web applications and web documents. Some resources will be available in

hard copy and many will be available via online access. Students are expected to critically reflect on and learn from their own contexts and experiences and be able to integrate new knowledge with past experience and apply it to new situations. Throughout, students are encouraged to undertake independent study and research involving engagement with cohort peers; additional reading and research; contributing to the development of the learning group; undertaking assessment writing and reflecting on theory and practice in their own context. This will both supplement what is being learnt and broaden their individual knowledge and understanding of the subject.

Cognitive Skills

Students are expected to apply theoretical concepts and principles to practical contexts. Students will critically engage with differing philosophical perspectives and concepts that underpin approaches to the subject area. They will achieve this through interrogation of arguments from a variety of academic, intellectual and social sources. Students, reflecting on their own context, will construct their own arguments, drawing on appropriately selected evidence and based on critical engagement with their fellow learners.

Practical Skills

Students will gain practical experience of key management activities, many of which will relate to authentic, real-world problems and cases. They will be engaged in managing learning activities for themselves, and co-ordinating activity to meet deadlines. They will experience how to handle different perspectives and make the most of the different cultural beliefs and values that a learning community can bring to learning. Through their participation students will critically examine and reflect upon the professional and ethical standards relevant to their context.

Transferable (key) Skills

Students will gain transferable skills that use technology for learning as well as academic, professional and literacy skills involved in study at this level.

The main learning and teaching formats that are used within the programme are:

- Lectures
- Seminars (for group discussion, negotiations)
- Presentations by the students
- Independent research.

Assessment

The key purpose of the assessment process is to enable students to demonstrate individually that they have met the aims and achieved the learning outcomes at the standard required for the level of study. Assessment feedback provided to students, assists in subsequent learning.

The overall assessment package will facilitate an independent learning culture.

Each module will be assessed summatively through a range of individual assessment tasks. but formative methods are also used. Formative assessment is carried out through practical exercises that are undertaken and discussed in class. Other activities may include role-plays, negotiations, and presentations by students.

A range of summative assessment methods will be employed, i.e. assessment expressed in marks that count towards the calculation of the final mark. Coursework and practical assessments tend to focus on the development of cognitive, practical and key skills. Such methods are highly appropriate to the nature of the business discipline as they facilitate authentic, workplace relevant assessment and practice. Coursework and practicals will be set in a variety of formats. These include:

- Essays
- Reports
- Portfolios
- Research projects
- Presentations
- Scenarios/simulations

At the commencement of the programme, students will receive information about their programme, including assessment requirements and learning outcome statements against which to judge student performance and academic standards and submission deadlines.

It is envisaged that the programme will attract students from a range of backgrounds, with a variety of professional and personal experience. In many cases assessments provide flexibility for the student to use their background and experience to make learning relevant to their professional practice or aspirations. For their dissertation, students are required to select a topic specific to their specialism or a relevant topic of interest in the case of MBAs without specialisms.

Consultation with students

Students were actively involved in the design of the programme and their input and feedback have been obtained via regular Staff-Student Committee meetings, end of module feedback, as well as informal feedback to academic staff. For example, information on areas that students may wish to see covered in terms of learning tools they would like to engage with has provided valuable input and led to the strengthening of the London Moodle pages. As this programme is aimed at/recruiting international students it is more relevant to regularly consult with international recruitment agencies in lieu of employers. International recruitment relies heavily on the local knowledge of agencies and as this is a highly competitive arena, agencies must remain fully informed of the employability skills needed by employers within their locality. There are regular meetings between agencies and UWTSD and all market intelligence has been considered and followed up. The feedback continues to confirm that this particular programme fits well

with the expectations of both students and employers as a programme which develops generic business management skills and knowledge, and also allows specialising in a particular area of business and/or management.

The London Campus has consulted with international recruitment agencies and as far as HKMA is concerned there have been lengthy and prolonged consultations between the Faculty of Business and Management, HKMA and the London Campus to ensure the needs of everyone involved were taken into consideration, including the requirements of the Hong Kong Government.

Extra costs to the student

Normally, the students are not required to undertake any extra-curricular activities which may require additional funding or expenses. However, students are expected to carry the costs of optional day trips or fieldwork which will be limited to London City. Additional costs to the student is limited as virtually all students use Oyster cards issued by Transport for London (TFL) for their normal commuting to the University. All students are entitled to a student discount of 30%. Other costs may include entrance fees and subsistence costs which should not exceed £30 per trip. However, such trips are not mandatory and non participation will in no way affect the successful completion of their programme.

Whilst the London Campus library is not a lending library, it provides access to a basic set of hard copy Learning Resources within the library and access to the comprehensive resources available via the University's Digital Library. This online access is available to students not only from within the London Campus, but also from anywhere in the world. All required texts for successful completion of their programme of study are thus available to students.

2.2 Programme Summary

PROGRAMMES/PORTFOLIO SUMMARY						MBA HR	MBA Entrepreneurship	MBA General Management	MBA Marketing	MBA Banking & Finance	MBA Information Management	MBA	Shared with other programmes not included in this document
Module Details, usage of shared modules, module status (CR = Core / CM = Compulsory / O = Optional)													YES/NO
Module Code	Module Title	New or Existing	Credits	Level	Assessment summary								
Part I: (120 Credits)													
LCMB7000	Human Resource Management	E	20	7	Component 1: 50% Coursework: written assignment (2500 words) Component 2: 50% Practical: presentation and report (2500 words)	CM	CM	CM	CM	CM	CM	CM	NO
LCMB7001	Marketing Management	E	20	7	Component 1: 75% Coursework: written assignment (3500 words) Component 2: 25% Coursework: presentation (1500 words)	CM	CM	CM	CM	CM	CM	CM	NO
LCMB7002	Financial Management	E	20	7	Component 1: 100% Coursework: written assignment (5000 words)	CM	CM	CM	CM	CM	CM	CM	NO

LCMB7003	Strategic Management	E	20	7	Component 1: 100% Coursework: written assignment (5000 words)	CM	CM	CM	CM	CM	CM	CM	NO
LCMB7004	Entrepreneurship	E	20	7	Component 1: 50% Coursework: written essay (2500 words) Component 2: 50% Practical : presentation (2500 words)		CM	CM					NO
LCMB7005	Corporate Finance	E	20	7	Component 1: 100% Coursework: written essay (5000 words)			O		CM			NO
LCMB7006	International Marketing	E	20	7	Component 1: 100% Coursework: written essay (5000 words)			O	CM				NO
LCMB7007	Creativity, Innovation and Intellectual Property	E	20	7	Component 1: 50% Coursework: written report (2500 words) Component 2: 50% Coursework: written report (2500 words)		CM						NO
LCMB7008	e-Business Strategy	E	20	7	Component 1: 100% Coursework: written essay (5000 words)						CM		NO
LCMB7009	Business Decision Making	E	20	7	Component 1: 75% Coursework: individual written report (3750 - 4500 words) Component 2: 25% Practical: Group presentation (20 minutes)						CM		NO

LCMB7010	Digital Marketing	E	20	7	Component 1: 100% Coursework: written essay (5000 words)				CM				NO
LCMB7011	Managing People	E	20	7	Component 1: 100% Coursework: written report (5000 words)	CM							NO
LCMB7012	Banking Financial Management and Financial Markets	E	20	7	Component 1: 100% Coursework: written essay (5000 words)					CM			NO
LCMB7013	Managing Performance	E	20	7	Component 1: 100% Coursework: written report (5000 words)	CM							NO
LCMB7014	International Business	E	20	7	Component 1: 100% Coursework: written essay (5000 words)			O					NO
LCMB7015	Managerial Economics	E	20	7	Component 1: 100% Coursework: written report (5000 words)							O	NO
LCMB7016	Management Ethics	E	20	7	Component 1: 100% Coursework: written report (5000 words)							O	NO
LCMB7017	Change Management	E	20	7	Component 1: 12% Practical: Proposal (600 words) Component 2: 88% Coursework: written report (4400 words)							O	NO
LCMB7018	Consultancy Management	E	20	7	Component 1: 100% Coursework: written report (5000 words)							O	NO
LCMB7019	Contemporary Logistics Management	E	20	7	Component 1: 100% Coursework: written report (5000 words)							O	NO

PART II (60 Credits)													
LCMB7020	Dissertation	E	60	7	Component 1: Formative Research Proposal and 15000 word Dissertation	O	O	O	O	O	O	O	NO
LCMB7021	Integrated Case Study	E	60	7	Component 1: Formative Research Proposal and 15000 word Dissertation	O	O	O	O	O	O	O	NO
LCMB7022	Business Development Proposal	E	60	7	Component 1: Formative Research Proposal and 15000 word Dissertation	O	O	O	O	O	O	O	NO

2.2.1 Programme Overview (Banking & Finance)

This programme provides the academic and practical skills necessary to develop and reflect on high level bank and financial management issues which will be applicable across a wide range of financial situations, financial markets and financial organizations. It will also equip students with the skills and knowledge to conduct advanced research into a variety of financial management issues whilst focusing on the interrelationship of financial management and organisational performance.

The MBA is aimed at students who may aspire to a career or role in banking and finance in the UK or overseas.

2.2.1.1 Programme Structure

Term 1	LCMB70027002	20cr	LCMB7000	20cr	LCMB7001	20cr
	Financial Management		Human Resource Management		Marketing Management	
Term 2	LCMB7003 20cr		LCMB7005	20cr	LCMB7012 20cr	
	Strategic Management		Corporate Finance		Banking Financial Management and Financial Markets	
Term 3	LCMB7020 Dissertation		60cr		Includes: Stage 1 – Developing Research Competence and the Research Proposal Stage 2 – The Dissertation	
	LCMB7021 Integrated Case Study				Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – Critical analysis of chosen case study	
	LCMB7022 Business Development Proposal				Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – The Business Development Proposal	

2.2.1.2 Programme Aims

The programme has the following general educational and specific aims:

The overall aim of the MBA is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Masters degrees add value, for example to first (or bachelors) degrees, by developing in individuals an integrated and critically aware understanding of management and organisations in a global context, assisting them to take effective roles within them. The aims of this degree are:

1. To provide an advanced study of organisations, their management and the changing external context in which they operate.
2. To prepare for and/or develop a career in business and management by developing skills at a professional level, or as preparation for research or further study in the area. This involves development of a range of business knowledge and skills, together with the self-awareness and personal development appropriate to postgraduate/management careers in business. This includes the development of positive and critical attitudes towards leadership, change and enterprise and innovation, so as to reflect the dynamism and vibrancy of the business and management environment.
3. To develop the ability to apply knowledge and understanding of business and management to complex or difficult issues, both systematically and creatively, to improve business and management practice, including within an international context. This includes the ability to convert theory into practice from a critical and informed perspective so as to advance the effectiveness of employees and competitiveness of employing organisations.
4. To develop and enhance a range of general transferable skills and attributes, which, while being highly appropriate to a career in business, are not restricted to this.
5. To develop lifelong learning skills, including engendering an enthusiasm for business and for learning more generally as part of continuing personal and professional development.

2.2.1.3 Programme Learning Outcomes

The following level 7 MBA learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark for Master's degrees in Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

Graduates of the programme will be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business management discipline. This includes the following:

KU1	The development, access and operation of markets for resources, goods and services.
KU2	Marketing approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
KU3	Management of customer expectations, service and orientation.

KU4	The sources, uses and management of finance and the use of accounting and other information systems for managerial applications.
KU5	Strategic and operational HRM, meeting future organisational requirements, people development, HR systems.
KU6	The management of operations and resources.
KU7	The development, management, application and implementation of information systems for business intelligence and their impact upon organisations.
KU8	The comprehension and use of relevant communications for application in business and management, including the use of digital tools.
KU9	The development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
KU10	Business innovation, creativity, intrapreneurial and entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual property.
KU11	The development and implementation of appropriate strategies within a changing environment, with consideration to globalisation and inter-cultural perspectives.
KU12	Leadership and management of people within organisations - leadership, organisational behaviour and motivation.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates will be able to:

CS1	Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
CS2	Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
CS3	Evaluate critically current research, methodologies and advanced scholarship, conduct research and enquiry into business and management issues through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.
CS4	Selecting appropriate leadership style for different situations; setting objectives, motivating, monitoring performance, coaching and mentoring.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business discipline.
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge, including the use of quantitative skills.
PS3	Recognise the need for and initiate change and to be able to manage change.
PS4	Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.
KS2	High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
KS3	Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.
KS4	Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

2.2.2 Programme Overview (Information Management)

This programme provides students with the opportunity to develop and reflect on high level information management issues. It strengthens the students' ability to adopt an international perspective in developing their own unique interpretations of all the modules within the programme. The pathway modules focus on the strategic areas of e-business, management information systems and business decision making. The programme also provides the depth of understanding to support project work and advanced research which focuses on information issues within a business.

This MBA is aimed at employment within multinational organizations, but also within the small business sector, where internationalisation of business is increasingly important and multi-skilling is essential. This MBA is aimed at students who may aspire to a career in information management in the UK or overseas.

2.2.2.1 Programme Structure

Term 1	LCMB7002 20cr Financial Management	LCMB7000 20cr Human Resource Management	LCMB7001 20cr Marketing Management		
Term 2	LCMB7003 20cr Strategic Management		LCMB7008 20cr e-Business Strategy	LCMB7009 20cr Business Decision Making	
Term 3	LCMB7020 Dissertation LCBM7021 Integrated Case Study LCMB7022 Business Development Proposal	60cr	Includes: Stage 1 – Developing Research Competence and the Research Proposal Stage 2 – The Dissertation Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – Critical analysis of chosen case study Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – The Business Development Proposal		

2.2.2.2 Programme Aims

The programme has the following general educational and specific aims:

The overall aim of the MBA is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Masters degrees add value, for example to first (or bachelors) degrees, by developing in individuals an integrated and critically aware understanding of management and organisations in a global context, assisting them to take effective roles within them. The aims of this degree are:

1. **To provide an advanced study of organisations, their management and the changing external context in which they operate.** 2. To prepare for and/or develop a career in business and management by developing skills at a professional level, or as preparation for research or further study in the area. This involves development of a range of business knowledge and skills, together with the self-awareness and personal development appropriate to postgraduate/management careers in business. This includes the development of positive and critical attitudes towards leadership, change and enterprise and innovation, so as to reflect the dynamism and vibrancy of the business and management environment.
3. To develop the ability to apply knowledge and understanding of business and management to complex or difficult issues, both systematically and creatively, to improve business and management practice, including within an international context. This includes the ability to convert theory into practice from a critical and informed perspective so as to advance the effectiveness of employees and competitiveness of employing organisations.
4. To develop and enhance a range of general transferable skills and attributes, which, while being highly appropriate to a career in business, are not restricted to this.
5. To develop lifelong learning skills, including engendering an enthusiasm for business and for learning more generally as part of continuing personal and professional development.

2.2.2.3 Programme Learning Outcomes

The following level 7 MBA learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark for Master's degrees in Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

Graduates of the programme will be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business management discipline. This includes the following:

KU1	The development, access and operation of markets for resources, goods and services.
KU2	Marketing approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
KU3	Management of customer expectations, service and orientation.
KU4	The sources, uses and management of finance and the use of accounting and other information systems for managerial applications.
KU5	Strategic and operational HRM, meeting future organisational requirements, people development, HR systems.
KU6	The management of operations and resources.
KU7	The development, management, application and implementation of information systems for business intelligence and their impact upon organisations.
KU8	The comprehension and use of relevant communications for application in business and management, including the use of digital tools.
KU9	The development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
KU10	Business innovation, creativity, intrapreneurial and entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual property.
KU11	The development and implementation of appropriate strategies within a changing environment, with consideration to globalisation and inter-cultural perspectives.
KU12	Leadership and management of people within organisations - leadership, organisational behaviour and motivation.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates will be able to:

CS1	Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
CS2	Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
CS3	Evaluate critically current research, methodologies and advanced scholarship, conduct research and enquiry into business and management issues through

	research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.
CS4	Selecting appropriate leadership style for different situations; setting objectives, motivating, monitoring performance, coaching and mentoring.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business discipline.
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge, including the use of quantitative skills.
PS3	Recognise the need for and initiate change and to be able to manage change.
PS4	Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.
KS2	High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
KS3	Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.

KS4	Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.
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Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

2.2.3 Programme Overview (Human Resource Management)

This programme provides the academic and practical skills necessary to develop and reflect on high level human resource management skills and competences which will be applicable across a wide range of situations, sectors and organizations. Students learn the principles and skills involved in managing people and the employment relationship. It will also equip students to conduct advanced research into a variety of human resource management issues whilst focusing on the interrelationship of human resource management and organisational performance both nationally and internationally

This MBA is aimed at students who may aspire to a career or role in human resource management in the UK or overseas. The programme equips students for employment in areas such as recruitment and selection, training and development, reward management, consultant, career development, human resource planning etc. as well as general management and for progression to senior management roles.

2.2.3.1 Programme Structure

Term 1	LCMB7002 20cr Financial Management	LCMB7000 20cr Human Resource Management	LCMB7001 20cr Marketing Management
Term 2	LCMB7003 20cr Strategic Management	LCMB7011 20cr Managing People	LCMB7013 20cr Managing Performance

Term 3	LCMB7020 Dissertation	60cr	Includes: Stage 1 – Developing Research Competence and the Research Proposal Stage 2 – The Dissertation
	LCMB7021 Integrated Case Study		Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – Critical analysis of chosen case study
	LCMB7022 Business Development Proposal		Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – The Business Development Proposal

2.2.3.2 Programme Aims

The programme has the following general educational and specific aims:

The overall aim of the MBA is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Masters degrees add value, for example to first (or bachelors) degrees, by developing in individuals an integrated and critically aware understanding of management and organisations in a global context, assisting them to take effective roles within them. The aims of this degree are:

1. To provide an advanced study of organisations, their management and the changing external context in which they operate.
2. To prepare for and/or develop a career in business and management by developing skills at a professional level, or as preparation for research or further study in the area. This involves development of a range of business knowledge and skills, together with the self-awareness and personal development appropriate to postgraduate/management careers in business. This includes the development of positive and critical attitudes towards leadership, change and enterprise and innovation, so as to reflect the dynamism and vibrancy of the business and management environment.
3. To develop the ability to apply knowledge and understanding of business and management to complex or difficult issues, both systematically and creatively, to improve business and management practice, including within an international context. This includes the ability to convert theory into practice from a critical and informed perspective so as to advance the effectiveness of employees and competitiveness of employing organisations.
4. To develop and enhance a range of general transferable skills and attributes, which, while being highly appropriate to a career in business, are not restricted to this.

5. To develop lifelong learning skills, including engendering an enthusiasm for business and for learning more generally as part of continuing personal and professional development

2.2.3.3 Programme Learning Outcomes

The following level 7 MBA learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark for Master's degrees in Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

Graduates of the programme will be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business management discipline. This includes the following:

KU1	The development, access and operation of markets for resources, goods and services.
KU2	Marketing approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
KU3	Management of customer expectations, service and orientation.
KU4	The sources, uses and management of finance and the use of accounting and other information systems for managerial applications.
KU5	Strategic and operational HRM, meeting future organisational requirements, people development, HR systems.
KU6	The management of operations and resources.
KU7	The development, management, application and implementation of information systems for business intelligence and their impact upon organisations.
KU8	The comprehension and use of relevant communications for application in business and management, including the use of digital tools.
KU9	The development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
KU10	Business innovation, creativity, intrapreneurial and entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual property.
KU11	The development and implementation of appropriate strategies within a changing environment, with consideration to globalisation and inter-cultural perspectives.
KU12	Leadership and management of people within organisations - leadership, organisational behaviour and motivation.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates will be able to:

CS1	Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
CS2	Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
CS3	Evaluate critically current research, methodologies and advanced scholarship, conduct research and enquiry into business and management issues through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.
CS4	Selecting appropriate leadership style for different situations; setting objectives, motivating, monitoring performance, coaching and mentoring.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business discipline.
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge, including the use of quantitative skills.
PS3	Recognise the need for and initiate change and to be able to manage change.
PS4	Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.
KS2	High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
KS3	Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.
KS4	Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

2.2.4 Programme Overview (Marketing)

This programme provides the academic and practical skills necessary to develop and reflect on high level marketing management skills and competences which will be applicable across a wide range of situations, sectors and organizations. It will also equip students with the skills and knowledge to conduct advanced research into a variety of marketing management issues whilst focusing on the interrelationship of marketing management and organisational performance.

This MBA is aimed at students who may aspire to a career or role in positions such as marketing manager, brand manager, market research analyst, and new product manager in the UK or overseas. Those with strong financial skills could seek a career in strategic or market related planning, whilst there may also be opportunities as sales manager, advertising manager, public relations director, and marketing communications manager. Marketing and advertising agencies often have opportunities for marketing MBAs in advertising, direct marketing, and communications specialisation, and consulting firms also hire them as new market developers, strategists, and customer segmentation specialists.

2.2.4.1 Programme Structure

Term 1	LCMB7002 20cr Financial Management	LCMB7000 20cr Human Resource Management	LCMB7001 20cr Marketing Management	
Term 2	LCMB7003 20cr Strategic Management		LCMB7006 20cr International Marketing	LCMB7010 20cr Digital Marketing
Term 3	LCMB7020 Dissertation LCMB7021 Integrated Case Study LCMB7022 Business Development Proposal 60cr		Includes: Stage 1 – Developing Research Competence and the Research Proposal Stage 2 – The Dissertation Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – Critical analysis of chosen case study Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – The Business Development Proposal	

2.2.4.2 Programme Aims

The programme has the following general educational and specific aims:

The overall aim of the MBA is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Masters degrees add value, for example to first (or bachelors) degrees, by developing in individuals an integrated and critically aware understanding of management and organisations in a global context, assisting them to take effective roles within them. The aims of this degree are:

1. To provide an advanced study of organisations, their management and the changing external context in which they operate.
2. To prepare for and/or develop a career in business and management by developing skills at a professional level, or as preparation for research or further study in the area. This involves development of a range of business knowledge and skills, together with the self-awareness and personal development appropriate to postgraduate/management careers in business. This includes the development of positive and critical attitudes towards leadership, change and enterprise and

innovation, so as to reflect the dynamism and vibrancy of the business and management environment.

3. To develop the ability to apply knowledge and understanding of business and management to complex or difficult issues, both systematically and creatively, to improve business and management practice, including within an international context. This includes the ability to convert theory into practice from a critical and informed perspective so as to advance the effectiveness of employees and competitiveness of employing organisations.
4. To develop and enhance a range of general transferable skills and attributes, which, while being highly appropriate to a career in business, are not restricted to this.
5. To develop lifelong learning skills, including engendering an enthusiasm for business and for learning more generally as part of continuing personal and professional development

2.2.4.3 Programme Learning Outcomes

The following level 7 MBA learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark for Master's degrees in Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

Graduates of the programme will be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business management discipline. This includes the following:

KU1	The development, access and operation of markets for resources, goods and services.
KU2	Marketing approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
KU3	Management of customer expectations, service and orientation.
KU4	The sources, uses and management of finance and the use of accounting and other information systems for managerial applications.
KU5	Strategic and operational HRM, meeting future organisational requirements, people development, HR systems.
KU6	The management of operations and resources.
KU7	The development, management, application and implementation of information systems for business intelligence and their impact upon organisations.
KU8	The comprehension and use of relevant communications for application in business and management, including the use of digital tools.

KU9	The development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
KU10	Business innovation, creativity, intrapreneurial and entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual property.
KU11	The development and implementation of appropriate strategies within a changing environment, with consideration to globalisation and inter-cultural perspectives.
KU12	Leadership and management of people within organisations - leadership, organisational behaviour and motivation.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates will be able to:

CS1	Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
CS2	Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
CS3	Evaluate critically current research, methodologies and advanced scholarship, conduct research and enquiry into business and management issues through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.
CS4	Selecting appropriate leadership style for different situations; setting objectives, motivating, monitoring performance, coaching and mentoring.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business discipline.
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge, including the use of quantitative skills.
PS3	Recognise the need for and initiate change and to be able to manage change.
PS4	Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.
KS2	High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
KS3	Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.
KS4	Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

2.2.5 Programme Overview (Entrepreneurship)

This programme provides students with the opportunity to develop an academic understanding of the current debates in the field of entrepreneurship. This will include the review, development and reflection of a range of high level entrepreneurial capabilities and competences that are relevant in both intrapreneurial and entrepreneurial situations, in all types of organization contexts. Students will develop the necessary skills and knowledge to

conduct advanced research into a variety of entrepreneurial issues whilst focusing on the role and impact of entrepreneurship.

This MBA is aimed at students who might want to apply entrepreneurial approaches in both profit and not for profit organisations, in small or large organisations, and at global or local levels. Student might also be planning to own their own entrepreneurial venture at some stage in their career.

2.2.5.1 Programme Structure

Term 1	LCMB7002 20cr Financial Management	LCMB7000 20cr Human Resource Management	LCMB7001 20cr Marketing Management	
	LCMB7003 Strategic Management 20cr		LCMB7004 20cr Entrepreneurship	LCMB7007 20cr Creativity, Innovation & Intellectual Property
Term 3	LCMB7020 Dissertation LCMB7021 Integrated Case Study LCMB7022 Business Development Proposal 60cr		Includes: Stage 1 – Developing Research Competence and the Research Proposal Stage 2 – The Dissertation Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – Critical analysis of chosen case study Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – The Business Development Proposal	

2.2.5.2 Programme Aims

The programme has the following general educational and specific aims:

The overall aim of the MBA is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Masters degrees add value, for example to first (or bachelors) degrees, by developing in individuals an integrated and critically

aware understanding of management and organisations in a global context, assisting them to take effective roles within them. The aims of this degree are:

1. To provide an advanced study of organisations, their management and the changing external context in which they operate.
2. To prepare for and/or develop a career in business and management by developing skills at a professional level, or as preparation for research or further study in the area. This involves development of a range of business knowledge and skills, together with the self-awareness and personal development appropriate to postgraduate/management careers in business. This includes the development of positive and critical attitudes towards leadership, change and enterprise and innovation, so as to reflect the dynamism and vibrancy of the business and management environment.
3. To develop the ability to apply knowledge and understanding of business and management to complex or difficult issues, both systematically and creatively, to improve business and management practice, including within an international context. This includes the ability to convert theory into practice from a critical and informed perspective so as to advance the effectiveness of employees and competitiveness of employing organisations.
4. To develop and enhance a range of general transferable skills and attributes, which, while being highly appropriate to a career in business, are not restricted to this.
5. To develop lifelong learning skills, including engendering an enthusiasm for business and for learning more generally as part of continuing personal and professional development

2.2.5.3 Programme Learning Outcomes

The following level 7 MBA learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark for Master's degrees in Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

Graduates of the programme will be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business management discipline. This includes the following:

KU1	The development, access and operation of markets for resources, goods and services.
KU2	Marketing approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
KU3	Management of customer expectations, service and orientation.
KU4	The sources, uses and management of finance and the use of accounting and other information systems for managerial applications.
KU5	Strategic and operational HRM, meeting future organisational requirements, people development, HR systems.
KU6	The management of operations and resources.
KU7	The development, management, application and implementation of information systems for business intelligence and their impact upon organisations.
KU8	The comprehension and use of relevant communications for application in business and management, including the use of digital tools.
KU9	The development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
KU10	Business innovation, creativity, intrapreneurial and entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual property.
KU11	The development and implementation of appropriate strategies within a changing environment, with consideration to globalisation and inter-cultural perspectives.
KU12	Leadership and management of people within organisations - leadership, organisational behaviour and motivation.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates will be able to:

CS1	Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
CS2	Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
CS3	Evaluate critically current research, methodologies and advanced scholarship, conduct research and enquiry into business and management issues through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.
CS4	Selecting appropriate leadership style for different situations; setting objectives, motivating, monitoring performance, coaching and mentoring.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business discipline.
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge, including the use of quantitative skills.
PS3	Recognise the need for and initiate change and to be able to manage change.
PS4	Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.
KS2	High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
KS3	Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.
KS4	Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

2.2.6 Programme Overview (General Management)

This programme provides the academic understanding, practical focus and professional skills which are required for the development of a career in the contemporary business and organisational world. The programme focuses on developing and reflecting on those high level management skills and competences which will be applicable across a wide range of situations, sectors and organisations. Students learn the principles and skills which help managers to maximise the potential of organisational resources to achieve shared goals. It also equips students with the skills and knowledge to conduct advanced research into a variety of organisational and leadership issues whilst focusing on the interrelationship of leadership and organisational performance.

This MBA is aimed at students who aspire to a professional career or role in management and business in the UK or overseas and caters particularly for international students and those who view their career potential in an increasingly global professional environment. While not specific to any one occupational category, the demand projections for future job growth and development for graduates of this programme require to be viewed in an international context. Employability will depend greatly on international location, industry and career structure. Potential careers and advancement opportunities include management roles in Business, Human Resource Management and international workforce development, international business contexts including business entrepreneurship and regional

development, Education, Health services development, Public Service and elsewhere. Depending on the choice of modules, students have the choice of the award of MBA General Management (Corporate Finance), or MBA General Management (International Marketing), or MBA General Management (International Business).

2.2.6.1 Programme Structure

Term 1	LCMB7002	LCMB7000	LCMB7001
	20cr Financial Management	20cr Human Resource Management	20cr Marketing Management
Term 2	LCMB7003 20cr Strategic Management	LCMB7004 20cr Entrepreneurship	LCMB7006 International Marketing LCMB7005 Corporate Finance LCMB7014 International Business 20cr Optional module
Term 3	LCMB7020 Dissertation LCMB7021 Integrated Case Study LCMB7022 Business Development Proposal 60cr	Includes: Stage 1 – Developing Research Competence and the Research Proposal Stage 2 – The Dissertation Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – Critical analysis of chosen case study Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – The Business Development Proposal	

2.2.6.2 Programme Aims

The programme has the following general educational and specific aims:

The overall aim of the MBA is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Masters degrees add value, for example to first (or bachelors) degrees, by developing in individuals an integrated and critically aware understanding of management and organisations in a global context, assisting them to take effective roles within them. The aims of this degree are:

1. To provide an advanced study of organisations, their management and the changing external context in which they operate.
2. To prepare for and/or develop a career in business and management by developing skills at a professional level, or as preparation for research or further study in the area. This involves development of a range of business knowledge and skills, together with the self-awareness and personal development appropriate to postgraduate/management careers in business. This includes the development of positive and critical attitudes towards leadership, change and enterprise and innovation, so as to reflect the dynamism and vibrancy of the business and management environment.
3. To develop the ability to apply knowledge and understanding of business and management to complex or difficult issues, both systematically and creatively, to improve business and management practice, including within an international context. This includes the ability to convert theory into practice from a critical and informed perspective so as to advance the effectiveness of employees and competitiveness of employing organisations.
4. To develop and enhance a range of general transferable skills and attributes, which, while being highly appropriate to a career in business, are not restricted to this.
5. To develop lifelong learning skills, including engendering an enthusiasm for business and for learning more generally as part of continuing personal and professional development

2.2.6.3 Programme Learning Outcomes

The following level 7 MBA learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark for Master's degrees in Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

Graduates of the programme will be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business management discipline. This includes the following:

KU1	The development, access and operation of markets for resources, goods and services.
KU2	Marketing approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
KU3	Management of customer expectations, service and orientation.
KU4	The sources, uses and management of finance and the use of accounting and other information systems for managerial applications.
KU5	Strategic and operational HRM, meeting future organisational requirements, people development, HR systems.
KU6	The management of operations and resources.
KU7	The development, management, application and implementation of information systems for business intelligence and their impact upon organisations.
KU8	The comprehension and use of relevant communications for application in business and management, including the use of digital tools.
KU9	The development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
KU10	Business innovation, creativity, intrapreneurial and entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual property.
KU11	The development and implementation of appropriate strategies within a changing environment, with consideration to globalisation and inter-cultural perspectives.
KU12	Leadership and management of people within organisations - leadership, organisational behaviour and motivation.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates will be able to:

CS1	Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect
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	false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
CS2	Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
CS3	Evaluate critically current research, methodologies and advanced scholarship, conduct research and enquiry into business and management issues through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.
CS4	Selecting appropriate leadership style for different situations; setting objectives, motivating, monitoring performance, coaching and mentoring.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business discipline.
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge, including the use of quantitative skills.
PS3	Recognise the need for and initiate change and to be able to manage change.
PS4	Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.
KS2	High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
KS3	Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.
KS4	Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

2.2.7 Programme Overview (MBA)

2.2.7.1 Programme Structure

Term 1	LCMB7002 20cr Financial Management	LCMB7000 20cr Human Resource Management	LCMB7001 20cr Marketing Management	
Term 2			Option Module 1 LCMB7015 20cr Managerial Economics LCMB7016 20cr Management Ethics LCMB7017 20cr Change Management LCMB7018 20cr Consultancy Management LCMB7019 20cr Contemporary Logistics Management	Option Module 2 LCMB7015 20cr Managerial Economics LCMB7016 20cr Management Ethics LCMB7017 20cr Change Management LCMB7018 20cr Consultancy Management LCMB7019 20cr Contemporary Logistics Management
Term 3	LCMB7020 Dissertation LCMB7021 Integrated Case Study		Includes: Stage 1 – Developing Research Competence and the Research Proposal Stage 2 – The Dissertation Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – Critical analysis of chosen case study	

	LCMB7022 Business Development Proposal 60cr	Includes: Stage 1 – Developing Research competence and the Research Proposal Stage 2 – The Business Development Proposal
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2.2.7.2 Programme Aims

The programme has the following general educational and specific aims:

The overall aim of the MBA is to educate individuals as managers and business specialists, and thus to improve the quality of management as a profession. Masters degrees add value, for example to first (or bachelors) degrees, by developing in individuals an integrated and critically aware understanding of management and organisations in a global context, assisting them to take effective roles within them. The aims of this degree are:

1. To provide an advanced study of organisations, their management and the changing external context in which they operate.
2. To prepare for and/or develop a career in business and management by developing skills at a professional level, or as preparation for research or further study in the area. This involves development of a range of business knowledge and skills, together with the self-awareness and personal development appropriate to postgraduate/management careers in business. This includes the development of positive and critical attitudes towards leadership, change and enterprise and innovation, so as to reflect the dynamism and vibrancy of the business and management environment.
3. To develop the ability to apply knowledge and understanding of business and management to complex or difficult issues, both systematically and creatively, to improve business and management practice, including within an international context. This includes the ability to convert theory into practice from a critical and informed perspective so as to advance the effectiveness of employees and competitiveness of employing organisations.
4. To develop and enhance a range of general transferable skills and attributes, which, while being highly appropriate to a career in business, are not restricted to this.
5. To develop lifelong learning skills, including engendering an enthusiasm for business and for learning more generally as part of continuing personal and professional development

2.2.7.3 Programme Learning Outcomes

The following level 7 MBA learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Characteristics Statement for Master's Degrees (2015) and the QAA subject benchmark for Master's degrees in Business and Management (2015). The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

Graduates of the programme will be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business management discipline. This includes the following:

KU1	The development, access and operation of markets for resources, goods and services.
KU2	Marketing approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
KU3	Management of customer expectations, service and orientation.
KU4	The sources, uses and management of finance and the use of accounting and other information systems for managerial applications.
KU5	Strategic and operational HRM, meeting future organisational requirements, people development, HR systems.
KU6	The management of operations and resources.
KU7	The development, management, application and implementation of information systems for business intelligence and their impact upon organisations.
KU8	The comprehension and use of relevant communications for application in business and management, including the use of digital tools.
KU9	The development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
KU10	Business innovation, creativity, intrapreneurial and entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual property.
KU11	The development and implementation of appropriate strategies within a changing environment, with consideration to globalisation and inter-cultural perspectives.
KU12	Leadership and management of people within organisations - leadership, organisational behaviour and motivation.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Cognitive (thinking) skills (CS)

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates will be able to:

CS1	Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
CS2	Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
CS3	Evaluate critically current research, methodologies and advanced scholarship, conduct research and enquiry into business and management issues through research design, the collection and analysis of qualitative and quantitative data, synthesis and reporting.
CS4	Selecting appropriate leadership style for different situations; setting objectives, motivating, monitoring performance, coaching and mentoring.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Practical skills (PS)

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business discipline.
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge, including the use of quantitative skills.
PS3	Recognise the need for and initiate change and to be able to manage change.
PS4	Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Key skills (KS)

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.
KS2	High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
KS3	Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.
KS4	Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

2.2.8 PG Diploma Business Administration programme learning outcomes (level 7 exit award on completion of 120-credits)

The following PG Diploma Business Administration learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and have been developed with reference to the QAA master's in business and management subject benchmark (2015).

Programme Learning Outcomes

Knowledge and Understanding Skills

11.1 Graduates of the programme will be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business management discipline. This includes the following:

KU1	The development, access and operation of markets for resources, goods and services.
KU2	Marketing approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.
KU3	Management of customer expectations, service and orientation.
KU4	The sources, uses and management of finance and the use of accounting and other information systems for managerial applications.

KU5	Strategic and operational HRM, meeting future organisational requirements, people development, HR systems.
KU6	The management of operations and resources.
KU7	The development, management, application and implementation of information systems for business intelligence and their impact upon organisations.
KU8	The comprehension and use of relevant communications for application in business and management, including the use of digital tools.
KU9	The development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
KU10	Business innovation, creativity, intrapreneurial and entrepreneurial behaviour and enterprise development, and the management and exploitation of intellectual property.
KU11	The development and implementation of appropriate strategies within a changing environment, with consideration to globalisation and inter-cultural perspectives.
KU12	Leadership and management of people within organisations - leadership, organisational behaviour and motivation.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Cognitive Skills

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates will be able to:

CS1	Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
CS2	Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
CS3	Evaluate critically current research and advanced scholarship in business administration.
CS4	Selecting appropriate leadership style for different situations; setting objectives, motivating, monitoring performance, coaching and mentoring.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Practical Skills

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business discipline.
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge, including the use of quantitative skills.
PS3	Recognise the need for and initiate change and to be able to manage change.
PS4	Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Key Skills

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media, including the preparation of business reports.
KS2	High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
KS3	Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.
KS4	Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

2.2.9 PG Certificate Business Administration programme learning outcomes (level 7 exit award on completion of 60-credits)

The following PG Certificate Business Administration learning outcomes conform in full to the expectations of the QAA FHEQ (2014) and have been developed with reference to the QAA master's in business and management subject benchmark (2015).

Programme Learning Outcomes

Knowledge and Understanding Skills Graduates of the programme will be able to demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the business administration and management discipline. This includes the following:

11.2

KU1	11.3 Facts, concepts, principles and theories relevant to the contemporary management of organisations.
KU2	11.4 Current and emerging pervasive themes relevant to business administration, which may include sustainability, innovation, creativity, intrapreneurial and entrepreneurial behaviour for competitive advantage.
KU3	11.5 Management of customer expectations, service and orientation.
KU4	11.6 The management of operations and resources.
KU5	11.7 The comprehension and use of relevant communications for application in business and management, including the use of digital tools.
KU6	11.8 The development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.
KU7	11.9 The development and implementation of appropriate strategies within a changing environment, with consideration to globalisation and inter-cultural perspectives.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Cognitive Skills

Graduates will be able to demonstrate a range of cognitive and intellectual skills together with techniques specific to business and management. Graduates will be able to:

CS1	Think critically and be creative: manage the creative processes in self and others; organise thoughts, analyse, synthesise and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately.
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CS2	Solve complex problems and make decisions: establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
CS3	Evaluate critically current research and advanced scholarship in business administration.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Practical Skills

Graduates will be able to:

PS1	Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the business discipline.
PS2	Use information and knowledge effectively in order to abstract meaning from information and to share knowledge, including the use of quantitative skills.
PS3	Recognise the need for and initiate change and to be able to manage change.
PS4	Recognise and address ethical dilemmas, corporate social responsibility and sustainability issues, applying ethical and organisational values to situations and choices.

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

Key Skills

Graduates will be able to demonstrate a range of qualities and transferable skills necessary for employment. These include:

KS1	Effective communication: networking, listening, oral and written communication of complex ideas and arguments, using a range of media.
KS2	High personal effectiveness: critical self-awareness, self-reflection and self-management; time management; conflict resolution, displaying commercial acumen, the ability to continue to learn through reflection on practice and experience.
KS3	Soft skills: understanding the needs of others and empathy towards them; sensitivity to diversity in people and in different situations.

KS4	Effective performance within team environments and the ability to recognise and use individuals' contributions in group processes and to negotiate and persuade or influence others; team selection, delegation, development and management.
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Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study).

SECTION B

3.1 Placements

‘Not Applicable’

3.2 Work-based Learning

‘Not Applicable’

3.3 Sustainability Statement and the Well-being of Future Generations (Wales) Act 2015

The University recognises the fundamental importance of *sustainability issues* and their potential impact on the future health and well-being of all those involved with the university, the wider community and the planet. Thus the University is committed to providing a stimulating, progressive and sustainable environment for learning, including recognising the need for a balance between social, economic, cultural and environmental impacts and opportunities both now and in the future.

Sustainable development is a strategic priority for the University and as such the University accepts its responsibility of demonstrating leadership in sustainability through innovation and enhancement of its actions as an institution at the local, regional and global level, minimising its impacts and determining sustainable solutions to environmental concerns.

The University supports Sustainable Development through a system-based approach to delivering meaningful and relevant education promoting learning and social responsibility that supports ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’, (Brundtland Commission 1987). Therefore in support of these principles the University is committed to:

1. Including the principles of sustainability into the relevant programme curriculum and ensuring that students and staff have the opportunity to engage in the University’s commitment to sustainability.
2. Assessing the impacts of current and future programmes with due regard to all aspects of sustainability through promoting awareness and understanding of local and global environmental, social justice and economic issues amongst all members of staff, students and the external community.

3. Promoting the protection of the natural and cultural environment on all campuses and at other sites used by the University.
4. Continually improving the University's environmental performance by means of a formally recognised Environmental Management System with regular audit.
5. Publishing an annual Environmental Statement setting objectives and targets for reducing environmental impact in the following areas: energy and emissions, water, waste, sustainable procurement, biodiversity, construction & refurbishment, sustainable travel and community involvement.
6. Working with local, regional and national communities to contribute to and to develop policies and actions to improve awareness, training and skills in environmental sustainability.
7. Complying with all relevant environmental legislation related to the University's activities, where no legislation exists, the University will set its own standards informed by relevant codes of practice and guidelines.

In accordance with the University's commitment to sustainability and to address the growing demand for sustainability in all business sectors, the programme team has embedded into all MBA modules the pervasive themes listed in the QAA subject benchmarks for general business and management, one of which is sustainability. The Government has set sustainability high on the political agenda with regards to the social, environmental, cultural and economic impact of both private and public organisations. The importance of the triple bottom line, People, Profit and Planet has been incorporated into all modules where possible.

As a result the MBA programme embeds a commitment to sustainability throughout each module and learners will be given the opportunity to reflect upon and question issues in connection with business and management in terms of sustainability at local, regional, national and international levels. For example, students will be expected to consider the dilemmas of balancing the needs of individual organisations and economies with the needs of sustainability agendas that benefit the wider community. Questions of environmental sustainability, ethics and corporate responsibility will also be considered within the programme content and students will have numerous opportunities to directly debate such issues with employees of a variety of organisations through company visits, attending masterclasses and participating in project work.

Furthermore the approach to learning and teaching throughout the MBA programme is consistent with the 'Five Essential Pedagogic Approaches for Sustainability', which involves:

1. Futures Thinking – this engages students in imagining preferred visions for the future. It involves the exploration of assumptions and of meaningful understandings and interpretations of sustainable development. This process of envisioning futures leads people to take ownership and responsibility for more sustainable futures.
2. Critical and Creative Thinking – this enables people to explore new ways of thinking and acting, make informal decisions and create alternatives to present choices. It involves reflecting on how people inter-relate with one another, understanding cultural differences and creating alternative ways of living together.

3. Participation and Participatory Learning – the engagement of people is needed to build sustainable futures collectively. Engaging diverse stakeholders and communities is essential, the different knowledge systems and perspectives can be invaluable for future learning and development. The process of participation is also important for creating ownership and accountability.
4. Systematic Thinking – this is essential to sustainable development, as piecemeal approaches have proved not to work, instead resolving one issue while creating other problems. Sustainable development requires approaches which go beyond analysis in terms of ‘problem-solving’ and/or ‘cause-effect’.
5. Partnerships – these are a motivating force towards change. They empower people and groups to take action, to take part in decision-making processes and to build capacity for sustainable development. Inter-cultural and multi-sectoral partnerships in particular are often highlighted as critical and essential for sustainability approaches.

(UNESCO Decade of Education for Sustainable Development from 2005-2014. See: Tilbury, D. and Wortman, D. (2004) Engaging People in Sustainability, IUCN – The World Conservation Union, Gland, Switzerland).

In addition to the above, the London campus can point to the following ongoing activities with regard to sustainability:

- The London Campus is diligent and proactively involved in the University’s own recycling programmes. All electronic equipment is either recycled internally or subject to controlled and licensed disposal.
- Paper, plastic and foods recycling points are distributed throughout the London Campus.
- Paper usage for teaching materials continue to be reduced with greater use of Moodle, the Virtual Learning Environment (VLE), as a means of communication avoiding multiple printed copies.
- Greater use of Moodle in blended learning and teaching strategies for encouraging presentation of students’ creative responses to projects/exercises as well as reflective learning with use of journals and blogs.
- Development of links with organisations for the purpose of examining their future economic resilience, health, engagement and degree of integration of people/culture/communities and ultimately sustainability as in line with The Well-being of Future Generations (Wales) Act 2015.

List Module(s) <i>where learning and teaching materials pertaining to the goal are embedded</i>	Development Goals						
	1) A prosperous Wales	2) A resilient Wales	3) A healthier Wales	4) A more equal Wales	5) A Wales of cohesive communities	6) A Wales of vibrant culture and thriving Welsh language	7) A Globally responsible Wales
Module Code							
Marketing Management	✓	✓			✓		✓
Strategic Management	✓	✓			✓		✓
Financial Management	?	?					
Human Resource Management	✓	✓	✓	✓	✓	✓	✓
Managerial Economics		✓		✓		✓	✓
Management Ethics	✓	✓	✓	✓	✓		✓
Change Management	✓	✓	✓	✓			✓
Consultancy Management	✓	✓		✓	✓		✓
Contemporary Logistics Management	✓	✓			✓		✓
Dissertation	✓	✓	✓	✓	✓	✓	✓
Integrated Case Study	✓	✓	✓	✓	✓	✓	✓
Business Development Proposal	✓	✓	✓	✓	✓	✓	✓

SECTION C - All Programmes

Module Details

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

LEVEL: 7
CREDITS: 20

JACS CODE: N500

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	One 3500 words	75%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N600

AIM(S)

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

LEARNING OUTCOMES

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

- critically review and appraise current research and advanced scholarship so to enable them to evaluate managerial and business environments;
- demonstrate a systematic understanding of current issues in HRM and IHRM within a variety of organisations so to enable them to manage effectively the design and implementation of fair, efficient and effective policies and procedures that serve to deliver upon the strategic aims of the organisation.

INDICATIVE CONTENT

- The history and context of HRM and a critical appraisal of the HR function, role and standing within varying sectors including small, medium and large enterprises nationally and internationally.
- Organisation design, culture and development including the analysis of internal and external environments that impact upon the work of personnel professionals.
- National and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and/or changing.
- Human resource planning processes employed by organisations and how these are now influenced by technology; including administering these processes lawfully, fairly, efficiently and effectively.
- Socialising personnel into the organisation; building the business activist; employer bonding and branding.
- Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow; job design.

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Summary

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

READING LIST

Module Code	LCMB7000	
Module Title	Human Resource Management	
Classification	Reading List entry	Electronic*
Essential	Armstrong M. (2012) Armstrong's Handbook of Human Resource Management Practice 12th Ed.	☒
Essential	Henderson, I. (2011) Human Resource Management for MBA Students, London: CIPD.	☒
Further	Beardwell, I. and Gold, J., (2009) Human Resource Development, Basingstoke: Palgrave Macmillan.	☒
Further	Bratton J and Gold J (2012) Human Resource Management Theory and Practice 5th Ed Palgrave.	☒

Further	Cook, M. (2009) Personnel selection: adding value through people. 5th ed. Chichester: John Wiley.	☒
Further	Dowling, P., Festing, M. and Engle, A. D. (2007) International human resource management: managing people in a multi-national context. 5th ed. London: Thomson Learning.	☒
Further	Edenborough, R. (2007) Assessment methods in recruitment, selection and performance: a manager's guide to psychometric testing, interviews and selection. London: Kogan Page.	☒
Further	Marchington, M. and Wilkinson, A. (2008) Human Resource Management at Work, Wiltshire: CIPD	☒
Further	Pilbeam, S. and Corbridge, M. (2006) People resourcing: contemporary HRM in practice. 3rd ed. Harlow: Financial Times / Prentice Hall.	☒

MODULE CODE: LCMB7004
TITLE: Entrepreneurship
DATED: 13/06/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

- Financing enterprise and entrepreneurship.
- Pitching the idea/plan: presentation techniques, documentation conventions.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	One 2500 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Summary

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

READING LIST

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

Further	Baker, M (2004) Marketing Theory, London, Thomson Learning.	☒
Further	Read, s. Sarasvathy, S. Dew, N. Wiltbank, R & Ohlsson A-V (2011) Effectual Entrepreneurship, Routledge	☒
Further	Bridge, S., O'Neill, K. & Cromie, S. (2008), Understanding Enterprise, Entrepreneurship and Small Business (3rd Ed), Basingstoke : Palgrave Macmillan	☒
Further	Blackwell, E. (2011), How to Prepare a Business Plan: Planning for Successful Start-up and Expansion, (5th Ed) Sunday Times Business Enterprise Series, Kogan Page	☒
Further	Burns, P. (2008) Corporate Entrepreneurship. Palgrave, Macmillan.	☒

MODULE CODE: LCMB7002
TITLE: Financial Management
DATED: 13/06/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N300

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N211

AIM(S)

- To provide a comprehensive understanding of the strategic management process for organisations, which integrates the other core modules and provides a platform for the practice or further study of business activities.
- To provide the understanding and experience of current strategic thinking and practice which identifies corporate success, excellence and strategic leadership to contribute to innovative decision making at senior and corporate level.

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	LCMB7003	
Module Title	Strategic Management	
Classification	Reading List entry	Electronic*
Essential	Johnson, G. and Scholes, K., Exploring Strategy, Harlow: FT Prentice Hall, 2010	☒
Essential	Lynch, R., Corporate Strategy, Harlow: FT Prentice Hall, 2010.	

Further	Mintzberg, H., Ahlstrand, B., and Lampel, J. Strategy Safari: The Complete Guide Through the Wilds of Strategic Management, Harlow: FT Prentice Hall, 2008.	☒
Further	Hayes, J., The Theory and Practice of Change Management, Palgrave, 2010	☒
Further	Ridderstral, J. and Nordstrum, K., Funky Business, Harlow: FT Prentice Hall, 2007	☒
Further	Senge, P. M., The Fifth Discipline, London: Random House Business Books, 2006.	

MODULE CODE: LCMB7011
TITLE: Managing People
DATED: 13/06/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N600

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

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

MODULE CODE: LCMB7013
TITLE: Managing Performance
DATED: 13/06/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N600

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N550

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N560

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

mobile computing, technologies such as VoIP, RFID, electronic data interchange (EDI), social media/web 2.0 technologies such as podcasts, wikis, blogs, social networks, ubiquitous computing, cloud computing.

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	One 5000 words	100%

Assessment Summary

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

READING LIST

Module Code	LCMB7008	
Module Title	e-Business Strategy	
Classification	Reading List entry	Electronic*
Essential	Chaffey, D. (2011) E-Business and E-Commerce Management, 5th Edition, Pearson: Harlow	☒
Essential	Laudon, K.C. & Traver, C.G. (2012) E-Commerce: business, technology, society, 8th Edition., Pearson: New Jersey, USA	☒

Further	Beynon-Davies, P. (2012) E-business, 3rd Ed. Palgrave Macmillan: Basingstoke	☒
Further	Boddy, D., Boonstra, A. and Kennedy, G. (2009) Managing Information Systems: an Organisational Perspective, 3rd Ed., FT/Prentice Hall: Harlow.	☒
Further	Piccoli, G. (2012) Information Systems for Managers: Text and Cases, 2nd Ed., Wiley: New Jersey, USA	☒
Further	Ward, J. and Peppard, J. (2002), Strategic Planning for Information Systems, 3rd Ed., Wiley.	☒

MODULE CODE: LCMB7007
TITLE: Creativity, Innovation and Intellectual Property (CIIP)
DATED: 13/06/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

- recognise and critically reflect upon the importance of creativity and innovation;
- demonstrate a critical and evaluatory ability to systematically deconstruct a problem or difficulty in order to develop new and alternative solutions and, or, systems of management;
- evaluate Innovation and Intellectual Property issues and select, propose and manage appropriate solutions in the context of a global market place.

INDICATIVE CONTENT

- Definitions of innovation and creativity.
- Individuals as innovators: personal traits, social interaction, experimentation and play.
- Theories and models for innovation development from an interdisciplinary perspective.
- Theories and models for development of creativity.
- Innovation in groups and teams including models of team innovation.
- The determinates of organisational innovation and organisation creativity, and dynamic capabilities.
- Concepts of open and closed innovation, and the theoretical and practical implications of these models:
- Globally-distributed innovation. The importance of organisational knowing, including a review of useful practices v. best practices and the meaning of 'boundary-less' organisations and how these can enhance opportunities for innovation;
- Inter-organisational innovation, including value constellations, drivers, success factors, typologies and implications.

- Forms of capital, focusing on intellectual capital, brand and intangible asset management.
- Strategies for idea generation and development.
- Convergent and divergent approaches to problem solving.
- Assessing and selecting feasible business concepts, including stages of new product development.
- Impact of pervasive environmental issues on creativity, innovation and IP (technology, globalisation, sustainability, ethics).
- Intellectual Property Rights – issues, approaches and strategies for management.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	LCMB7007	
Module Title	Creativity, Innovation and Intellectual Property (CIIP)	
Classification	Reading List entry	Electronic*
Essential	Bainbridge, D. (2012) Intellectual Property (9th Ed.) London, Longman.	☒
Essential	Tidd, J. and Bessant, J. (2010), Managing Innovation: Integrating Technological, Market and Organizational Change, 4th Ed, Chichester: John Wiley	☒
Further	Chesbrough, Vanhaverbeke, West (2006), Open Innovation: Researching a New Paradigm, Oxford University Press (available on line:	☒
Further	Davis, J. (2012) Intellectual Property Law (4th Ed), Oxford: Oxford University Press	☒
Further	Drucker, P F (2007) Innovation and Entrepreneurship. The Classic Drucker Collection. Elsevier, London.	☒
Further	Estrin, J.(2009) Closing the Innovation Gap: Reigniting the spark of creativity in a global economy. USA: McGraw Hill	☒

MODULE CODE: LCMB7005
TITLE: Corporate Finance
DATED: 13/06/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N340

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

- The assumptions of the Modigliani–Miller irrelevance proposition. The impact of information asymmetry on the financing decisions of firms. The agency costs of equity and debt and their implications for an organisation's capital structure.
- The effect of bankruptcy on capital structure choices and the impact of bankruptcy on employees and suppliers. The conflicts of interest between shareholders and debt holders.
- The theoretical and empirical rationale for mergers and issues of corporate control. Takeovers and the sources of gain from mergers. Leveraged buyouts and management buyouts and the changes in corporate governance and takeover waves.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	LCMB7005	
Module Title	Corporate Finance	
Classification	Reading List entry	Electronic*
Essential	Grinblatt, M, and S Titman, S. (2002) Financial Markets and Corporate Strategy, 2nd Edition, McGraw-Hill	☒
Essential	Ross, S. Westerfield, R. and Jaffe, J. (2007) Modern Financial Management, 8th Edition, McGraw-Hill	☒
Further	Brealey, R A, and Myers, S. C. (1998) Principles of Corporate Finance, 6th Edition, McGraw Hill	☒

Further	Hawawini, G. & Viallet, C., Finance for Executives 2nd Edition, Ohio: Thomson Southwestern, 2000.	☒
Further	Michelle R. Clayman, M., Fridson, S. and Troughton G. H. (2008) Corporate Finance: A Practical Approach, John Wiley & Sons, Inc,	☒
Further	Myddleton, D., (2000) Managing Business Finance, London: Prentice Hall	☒

MODULE CODE: LCMB7012
TITLE: Banking Financial Management and Financial Markets
DATED: 13/06/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N340

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

- To develop the critical understanding of the range of information systems prevalent in organisations and ethical considerations and issues involved during their introduction, management.
- To develop and improve the student's ability to critically analyse and evaluate managerial problems in a range of organisational contexts; to choose, apply, implement, communicate and defend appropriate solutions to Business Decision Making and Operations Management.

LEARNING OUTCOMES

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

- demonstrate a comprehensive and systematic understanding of various quantitative models and approaches that exist in business decision-making and defend the appropriate decision-making tools and techniques, and apply to scenarios in operations management;
- provide effective advice on managing information resources through information systems and evaluate the factors and methodologies which are critical to the design and implementation of information systems.

INDICATIVE CONTENT

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

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

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

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

Assessment Summary

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

READING LIST

Module Code	LCMB7009	
Module Title	Business Decision Making	
Classification	Reading List entry	Electronic*
Essential	Slack, N., Chambers, S. & Johnston, R. (2010) Operations Management. 5th Ed. Harlow, Prentice Hall	☒
Essential	Render, B. and Heize, J. R. (2006) Operations Management, 8th edition, Prentice Hall.	☒
Further	Brown, DeHayes et al. (2009) Managing Information Technology Sixth edition. Pearson	☒
Further	K.C Laudon and J.P Laudon (2007), Management Information Systems, 10th edition, Prentice Hall	☒
Further	Chaffey, D. (2006), Business Information Systems - Technology, Development and Management for the e-business, 3rd edition, Pitman Publishing	☒
Further	Hughes, B. Exploiting IT for Business Benefit British Computer Society 2008	☒

MODULE CODE: LCMB7014
TITLE: International Business
DATED: 13/06/2018

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 20

JACS CODE: N200

AIM

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

- The challenge of technology to responsible behaviour in an ethical corporation. Sustainability models applied to diverse corporate structures, in a variety of cultures. Anglo-American, European, Asian and Emerging Economy paradigm comparisons.
- Corporate Social Responsibility in a Global Economy: Moral authority of Transnational Corporate Codes, application to employment policies, consumer protection, environmental standards, political/commercial payments and human rights issues. An evaluation of guidelines for ethical organisations operating in the global market. Issues of sustainability and ecological responsibility. The impact of the Internet on professional practice.
- Regulation and Development of an Organisation's Ethical Programme: Analysis of the arguments for and against external/self regulation of corporations. Evaluation of theoretical and practical models of organizational ethical initiatives. Corporate accountability perspectives. Corporate citizenship in the context of Anglo-American and European perspectives. The impact of ethical strategies on functional responsibilities.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	LCMB7016	
Module Title	Management Ethics	
Classification	Reading List entry	Electronic*
Essential	Clegg, S. R. & Rhodes, C. Management Ethics: Contemporary Contexts, London, Routledge, 2010	☒
Essential	Crane, A. & Matten, D. (2010) Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford, Oxford University Press,	☒
Further	Goodpaster, K. Conscience and Corporate Culture, Oxford, Blackwell, 2010	☒
Further	Sybille S. & Edwin Rühli, E. Stakeholders Matter: A New Paradigm for Strategy in Society (Business, Value Creation and Society), Cambridge, CUP, 2011	☒
Further	Tavani, H.T. Ethics and Technology: Ethical Issues in an Age of Information and Communication Technology, Danvers, MA, 2012	☒
Further	Henriques, A. & Richardson, J. Eds. The Triple Bottom Line, does it all add up? Assessing the sustainability of business and CSR, Sterling VA, Earthscan, 2010	☒

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

LEVEL: 7
CREDITS: 20

JACS CODE: N214

AIM

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Proposal	600 words	12%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	4400 words	88%

Assessment Summary

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

READING LIST

Module Code	LCMB7017	
Module Title	Change Management	
Classification	Reading List entry	Electronic*
Essential	Cameron, E. & Green, M. (2015) Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organisational Change, 4th edition, London:Kogan Page	☒
Essential	Hayes, J (2014) The Theory and Practice of Change Management, 4th edition, Basingstoke: Palgrave Macmillan	☒
Further	Burnes, B (2014) Managing Change, 6th edition, New York, Prentice Hall	☒
Further	Kotter, J. P. (2009) Leading Change, Mass, Harvard Business Essentials	☒
Further	Senior, B & Swailes, S (2010) Organisational Change, Harlow, Prentice Hall	☒
Further	Buchanan D. A. & Badham R.J. (2008) Power, Politics and Organisational Change, 2nd edition, London, Sage Publications	☒

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

LEVEL: 7
CREDITS: 20

JACS CODE: N213

AIMS

- To demonstrate self-direction and originality in tackling and solving problems as a consultant and act critically and autonomously in planning and implementing tasks at a professional level
- To deal with complex issues analytically, systematically and creatively, make evaluative judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences.

LEARNING OUTCOMES

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

- have an in-depth understanding of consultancy as a specialism and the potentially positive contribution that such intervention can make to aid an organisation's ability to achieve and sustain competitive advantage through effectively managing change and embracing innovation;
- critically evaluate external and/or internal influences that impact upon an organisation's ability to serve and bring about outstanding customer service, product and service innovation;
- produce timely progress of consultancy projects from initial idea to the presentation of persuasive, pertinent and actionable reports;
- conduct critical and relevant literature and research reviews through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects;
- understand research methods and their relevance to different projects; data collection and handling, evaluation of the strengths and weaknesses of each and identification of the circumstances in which they might be used.
- Understand ethical considerations.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Coursework	5000 words	100%

Assessment Summary

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

READING LIST

Module Code	LCMB7018	
Module Title	Consultancy Management	
Classification	Reading List entry	Electronic*
Essential	Biggs, D (2010) Management Consulting: A Guide for Students, Andover: Cengage	☒
Essential	Cameron, E. & Green, M. (2012) Making Sense of Change Management, 3rd edition, London: Kogan Page	☒
Further	Baaij, M. (2013). An introduction to management consultancy. Sage	☒
Further	Goodge, P. (2015) HR business partnering, London, Chartered Institute of Personnel and Development. Available at: http://www.cipd.co.uk/hr-resources/factsheets/hr-business-partnering.aspx	☒
Further	Newton, R. (2010) The Management Consultant: Mastering the Art of Consultancy. London: Financial Times Series	☒
Further	Gardiner, P. (2015) Project Management: A Strategic Approach, 2nd ed., Basingstoke, Palgrave.	☒

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

LEVEL 7
CREDITS 20

JACS CODE N200

AIM

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1

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

(Tick one)

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

Mode of assessment	Volume	Weighting
Coursework	5000 words	100%

Assessment Summary

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

READING LIST

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

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

LEVEL: 7
CREDITS: 60

JACS CODE: N200

AIMS

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

Prerequisites

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

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

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

Only on the successful completion of Part 1 and the research proposal, will the student be formally invited to submit a dissertation.

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

TEACHING AND LEARNING STRATEGY

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

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

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

CLASS CONTACT

Stage 1: Developing research competence and the research proposal

Stage 2: The Dissertation

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	LCMB7020	
Module Title	Dissertation	
Classification	Reading List entry	Electronic*
Essential	Anderson, T. and Kanuka, H. (2006) E-research methods, Strategies and Issues, London: Allyn and Bacon	☒
Essential	Davies, M. (2007) Doing a successful Research Project. New York: Palgrave MacMillan Hart C (2004) Doing Your Masters Dissertation (Essential Study Skills series), London: Sage Publications	☒
Essential	Kinnear, P.R. and Gray, C. D. (2007) SPSS 15 Made Simple, Hove: Psychology Press.	☒
Essential	Saunders, M. et al (2006) Research Methods for Business Students, Harlow: Prentice Hall.	☒
Essential	Cresswell, J. (2002) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, London: Sage Publications	☒
Further	Gardiner, P. (2015) Project Management: A Strategic Approach, 2nd ed., Basingstoke, Palgrave.	☒
Further	Brown, R.B. (2006) Doing your dissertation in business and management : the reality of researching and writing. London: Sage Publications.	☒
Further	Cameron, S. and Price, D. (2009) Business research methods: a practical approach London: Chartered Institute of Personnel and Development.	☒
Further	Davies, M.B. (2007) Doing a successful research project: using qualitative or quantitative methods Basingstoke : Palgrave Macmillan.	☒
Further	Fisher, C.M. & Buglear, J (2010) Researching and writing a dissertation: an essential guide for business students 3rd ed., Harlow : Financial Times/Prentice Hall.	☒

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

LEVEL: 7
CREDITS: 60

JACS CODE: N200

AIMS

- To develop in the student an understanding of the application of research methodologies, and an ability to frame a research proposal and report research results in written format to an academic and/or professional audience, and to further develop the student's capacity for critical analysis and independent thought.
- To develop the students' practical and professional abilities in applying and reviewing business and management research with both academic rigour and practical application.

Prerequisites

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

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

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

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

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- The complexities and practical issues of business and management research: Independent learning and development; stakeholder interests and ethical considerations; the investigative process; philosophical considerations; the use of academic theory; the importance of on-going clear communication.
- The modelled approach to case study analysis for decision making; the importance of clear identification of problems, analysis and strategic intent; the models and

parameters of case study analysis; issues relating to and presenting a case study report.

- Identifying and critically reflecting on situational and resource constraints and issues impacting upon particular examples and cases; setting assumptions and strategic business planning, based on critical analysis in relation to case study examples; setting appropriate, well-argued objectives, strategies, action plans, by function to time scales.
- Critically exploring the case study and reviewing other relevant published literature critically, demonstrating conceptual and theoretical understanding by applying and referring to relevant academic theories and models in an appropriate and academically rigorous manner.
- Disseminating findings in a way that is consistent with professional business and management practice. Drawing valid conclusions and recommendations. Reflecting on the research process and outcomes and the learning experience.

LEARNING AND TEACHING STRATEGY

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

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

CLASS CONTACT

Stage 1: Developing research competence and the research proposal

Stage 2: The Dissertation

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	LCMB7021	
Module Title	Integrated Case Study	
Classification	Reading List entry	Electronic*
Essential	Bryman, A. and Bell, E (2011) Business Research Methods, Oxford, OUP	☒
Essential	Saunders, M.N.K., Lewis, P., and Thornhill, A. (2009) Research methods for business students; FT Prentice Hall	☒
Essential	Easterby-Smith, M. Thorpe, P. & Lowe, A. (2008)(3rd ed) Management Research an Introduction Sage	☒
Further	Bassey, M (1999) Case Study Research in Educational Settings Open University Press Bell, J. (2010), Doing your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science, 5th Edition, Milton Keynes: Open University Press	☒
Further	Bell, J. (2010), Doing your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science, 5th Edition, Milton Keynes: Open University Press	☒
Further	Edition. London: Sage Publications Ltd. Fisher, C. (2010) Researching & Writing a Dissertation: A Guidebook for Business Students, 3rd Edition	☒
Further	Thomas, G (2010) How to do your Case Study: A Guide for Students and Researchers Sage Publications Ltd.	☒
Further	Yin, RK (2008) Case Study Research: Design and Methods Sage Publications, Inc; Fourth Edition	☒
Further	Simons, H (2009) Case Study Research in Practice Sage Publications Ltd.	☒
Further	Saunders, M., Lewis, P., & Thornhill, A. (2009) Research Methods for Business Students, 5th Edition. Harlow: FT Prentice Hall.	☒

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

LEVEL: 7
CREDITS: 60

JACS CODE: N200

AIMS

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

Prerequisites

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

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

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

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

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

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

TEACHING AND LEARNING STRATEGY

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

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

CLASS CONTACT

Stage 1: Developing research competence and the research proposal

Stage 2: The Dissertation

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

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

READING LIST

Module Code	LCMB7022	
Module Title	Business Development Proposal	
Classification	Reading List entry	Electronic*
Essential	Bryman, A. and Bell, E (2011) Business Research Methods, Oxford, OUP	☒
Essential	Saunders, M.N.K., Lewis, P., and Thornhill, A. (2009) Research methods for business students; FT Prentice Hall	☒
Essential	Easterby-Smith, M. Thorpe, P. & Lowe, A. (2008)(3rd ed) Management Research an Introduction Sage	☒

Further	Bryman, A. and Bell, E (2011) Business Research Methods, Oxford, OUP	☒
Further	Phelps, R., Adams, R. and Bessant, J., 'Lifecycles of growing organisations: A review with implications for knowledge and learning', in International Journal of Management Reviews, 2007 Vol 9 issue 1: pp.1-30	☒
Further	Mullins, John (2006). The new business road test: What entrepreneurs and executives should do before writing a business plan. Financial Times/Prentice Hall	☒
Further	Jankowicz, A.D., (2004) Business research projects, 4th ed. Thomson Learning	☒
Further	Cornelius, P., Van de Putte, A. and Romani, M. 'Three Decades of Scenario Planning in Shell', in California Management Review, Fall 2005 Vol. 48 Issue 1: pp.92-109	☒
Further	Lindren, M. & Bandhold, H. (2002) Scenario Planning; The link between Future and Strategy. Palgrave Macmillan	☒
Further	Yin, RK (2003), Case Study Research: Design and Methods (Third Edition), Sage.	☒