



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

MODULE DIRECTORY

MODULES FOR STUDENTS ENROLLED FROM 2022-23 ONWARDS

BA (Hons) Business and Management

HND Business and Management

Certificate of Higher Education Business and Management

BA (Hons) Rural Enterprise Management

HND Rural Enterprise Management

FOR RETURNING STUDENTS ENROLLED PRIOR TO 2022-23 ('teach-out' programmes)

BA (Hons) Business and Management

HND Business and Management

BA (Hons) Rural Enterprise Management

HND Rural Enterprise Management

LEVELS 4 – 6

ACADEMIC DISCIPLINE: Business

INSTITUTE OF MANAGEMENT AND HEALTH

2023-2024

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INTRODUCTION

This Module Directory includes all the modules for Level 4-6 within the undergraduate Sustainable Business and Management portfolio in the academic year 2023-2024.

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

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

MODULES FOR STUDENTS ENROLLED FROM 2022-23 ONWARDS

Module Code	BMSP4013
Title	Contemporary Management Approaches
Date	08/12/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an introduction to contemporary management approaches, within a context of sustainability and a rapidly changing world.

LEARNING OUTCOMES

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

- explain the changing nature of business and the complementary evolution in management approaches;
- critique contemporary management approaches in relation to given sectors, organisations or communities.

INDICATIVE CONTENT

- What is business and how is it organised in a modern world.
- Public, private and third sector approaches
- metaphors and meaning of organisational behaviour
- critique of the theories and roles of management and managers; classical, behavioural, systems contingency.
- contemporary management approaches including the management approaches adapted for a changing world.
- inter-relationships and inter-dependencies and their management; inclusion, conflict, personality and nomothetic approaches
- Motivation, needs vs wants, perception and communication.
- Working in teams, networks and online communities.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	1500 Words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 Minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP4013	
Module Title	Contemporary Management Approaches	
Classification	Reading List entry	Electronic*
Essential	Boddy, D. (2017) <i>Management: an Introduction</i> . 7 th edn. Harlow: Pearson.	☒
Essential	Molthan-Hill, P. (2017) <i>The Business Student's Guide to Sustainable Management: Principles and Practice</i> . 2 nd edn. Sheffield: Greenleaf.	☐
Essential	Mullins, & McLean, J. E. (2019) <i>Organisational behaviour in the workplace</i> (12th edn.). Pearson.	☒
Further	Heyzer, J. and Render B. (2014) <i>Operations Management: Sustainability and Supply Chain Management</i> . Harlow: Pearson.	☒
Further	Kotler, P. and Keller, K.L. (2016) <i>Marketing Management</i> . 15 th edn. Harlow: Pearson.	☐
Further	Leatherbarrow, C. (2014) <i>Introduction to Human Resource Management: a Guide to HR in Practice</i> . 3 rd edn. London: Chartered Institute of Personnel and Development.	☐
Further	Martin D. and Schouten J. (2014) <i>Sustainable Marketing</i> . Harlow: Pearson.	☐
Further	Stead, J.G. and Stead, W.E. (2017) <i>Sustainable Strategic Management</i> . 2 nd edn. Abingdon: Routledge.	☒

Module Code	BMSP4013	
Module Title	Contemporary Management Approaches	
Classification	Reading List entry	Electronic*
Further	Theron, C. and Dowden, M. (2017) <i>Strategic Sustainable Procurement: an Overview of Law and Best Practice for the Public and Private Sectors</i> . Abingdon: Routledge.	☐
Further	Rimmel, G. (2020) <i>Accounting for Sustainability</i> . Abingdon: Routledge.	☐

Module Code	BMSP4014
Title	Distinctiveness and Regeneration
Date	08/12/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To engage students in understanding of the inextricable link between economy, society and environment through a case study approach to the development of places. Students will study a specific place each year, which will be the context for content.

LEARNING OUTCOMES

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

- Demonstrate an understanding of the significance of activism for community development
- Understand the development of places and the links between economy, society and environment.
- Evaluate economic development proposals for sustainable regeneration

INDICATIVE CONTENT

- The origins and development of landscape as a natural and socio-cultural phenomenon.
- Economic development from an historical perspective – growth and development of industry
- Local/ regional culture, language and a sense of place
- Community, identity and the growing significance of localism
- Changing social, economic, environmental and political contexts
- Internal and external relationships of place
- Contemporary economic development and strategies for regeneration

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video	2 minutes	25%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2250 words	75%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	75%
Practical	25%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP4014	
Module Title	Distinctiveness and Regeneration	
Classification	Reading List entry	Electronic*
Essential	Mah, A. (2012). <i>Industrial Ruination, Community and Place: Landscapes and Legacies of Urban Decline</i> . Paperback University of Toronto Press.	☒
Essential	O'Brien, D. and Matthews, P. (eds.) (2015) <i>After Urban Regeneration: Communities, Policy and Place (Connected Communities)</i> Policy Press.	☒
Essential	Pemberton, S. (2019) <i>Rural Regeneration in the UK</i> . Routledge.	☒
Essential	Viken, A. (2016) <i>Place Reinvention: Northern Perspectives</i> . Routledge.	☒
Further	Dixon, T.J. (2007) <i>Sustainable brownfield regeneration : liveable places from problem spaces</i> . Blackwell.	☒
Further	Dobson, S. (2015) Urban translations: Regeneration through the lens of actor-networking. <i>Local Economy: The Journal of the Local Economy Policy Unit</i> , 2015, Vol.30(8), pp.944-960.	☒
Further	Heise, U.K.(2008) <i>Sense of place and sense of planet [ebook] the environmental imagination of the global</i> . Oxford University Press.	☒

Module Code	BMSP4014	
Module Title	Distinctiveness and Regeneration	
Classification	Reading List entry	Electronic*
Further	Hordern, J. (2013) Evaluation and implementation: two regeneration programmes. <i>International Journal of Public Sector Management</i> , 26(4), pp.298-308.	☒
Further	Jones, P. and Evans, J. (2012) Rescue Geography: Place Making, Affect and Regeneration. <i>Urban Studies</i> , 2012, Vol.49(11), pp.2315-23	☒
Further	McGuinness, D., Greenhalgh, P. and Pugalis, L. (2015). Is the grass always greener? Making sense of convergence and divergence in regeneration policies in England and Scotland. <i>The Geographical Journal</i> , 181(1), pp.26-37.	☒
Further	Powe, N., Pringle, R. and Hart, T. (2015) Matching the process to the challenge within small town regeneration. <i>Town Planning Review</i> , 86(2), pp.177-202.	☒

Module Code	BMSP4011
Title	Financial Management for Business Sustainability
Date	08/12/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To facilitate the students understanding of the concepts and methods of accounting, cost accounting and the significance and use of financial information within organisations.

LEARNING OUTCOMES

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

- understand the purpose of cost accounting and apply cost accounting concepts, techniques and methods to business transactions;
- evaluate the basic principles of accounting including use of appropriate software.
- prepare financial statements from initial data, dealing with both routine and non-routine transactions and analyse financial statements with confidence.

INDICATIVE CONTENT

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	1500 words	50%

Assessment Component 2

(Tick one)

☒ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Exam (Unseen)	1 hour	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP4011	
Module Title	Financial Management for Business Sustainability	
Classification	Reading List entry	Electronic*
Essential	Drury. J. (2015) (9 th edn.) <i>Management and Cost Accounting</i> , Cengage Learning.	☒
Essential	Attrill. P. and McLaney. (2015) (8 th edn.) <i>Management Accounting for Decision Makers</i> , Cengage Learning.	☒
Essential	Lucey, T. (2009). (7 th edn.) <i>Costing</i> , Cengage learning	☒
Essential	Wood, F. (2015) (13 th edn.) <i>Frank Wood's Business Accounting 1</i> , London: FT Pitman Publications.	☐
Further	Choi, J. and Wang, H. (2009) Stakeholder Relations and the Persistence of Corporate Financial Performance. <i>Strategic Management Journal</i> 30(8), 895-907.	☒
Further	Dyson, J. R. (2010) (8 th edn.) <i>Accounting for Non Accounting Students</i> , Pearson	☒

Module Code	BMSP4011	
Module Title	Financial Management for Business Sustainability	
Classification	Reading List entry	Electronic*
Further	Kothari, S.P. (2001. Capital Markets Research in Accounting. <i>Journal of Accounting and Economics</i> 31(1-3), 105-253	☒
Further	Ohlson, J.A. (1995) Earnings, Book Values and Dividends in Equity Valuation. <i>Contemporary Accounting Research</i> 11(2), 661-688.	☒
Further	Walls, J.L., Berrone, P. and Phan, P.H. (2012) Corporate Governance and Environmental Performance: Is There Really a Link? <i>Strategic Management Journal</i> 33(8), 885-913.	☒
Further	Weetman P. (2016) (7th edn.) <i>Financial Accounting: An Introduction</i> , Pearson.	☒

Module Code	BMSP4012
Title	Global Business Challenges
Date	08/12/2021
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an understanding of business within the context of global change and global citizenship

LEARNING OUTCOMES

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

- Evaluate the implications of global environmental change for business
- Discuss the role of business in the contemporary socio-cultural, political and economic environment

INDICATIVE CONTENT

- Living and working within planetary boundaries
- Causes and consequences of global environmental change, and implications for business
- Sustainable, resilient and carbon zero approaches to business development
- National and international strategic policies
- The 'Global Village', globalisation and spatial divisions in labour, capital and production
- Deglobalisation, regionalization and the decline of the free market
- Global and planetary health and the impact on business.
- Social, political, demographic and economic change and the implications for economic development and regeneration.
- Security, terrorism and risk
- PEST analysis
- Contemporary economic concepts and international trade
- Emerging economic systems, market structures and features of an economy

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	20	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Article	1500 words	50%

Assessment Component 2 (Tick one)

☒ Written exam ☐ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Seen paper	1 hour	50%

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	50%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP4012	
Module Title	Global Business Challenges	
Classification	Reading List entry	Electronic*
Essential	Brundtland, G.H. and Khalid, M. (1987) <i>Our Common Future</i> . New York.	☒
Essential	Guillén, M. F. (2016) <i>Global Turning Points: The Challenges For Business And Society In The 21st Century</i> . Cambridge University Press.	☒
Essential	Hite, K.A. and Seitz, J.L. (2020) <i>Global Issues: An Introduction</i> . Wiley-Blackwell.	☒
Essential	Klein, N. (2015) <i>This Changes Everything: Capitalism vs. the Climate</i> . Penguin.	☒
Essential	Sloman, Hinde and Garratt (2019) . Pearson	☒
Further	Aaronson, S.A. and Higham, I. (2013) "Re-righting business": John Ruggie and the struggle to develop international human rights standards for transnational firms. <i>Human Rights Quarterly</i> , 35(2), pp.333-264.	☒
Further	Allen, P., (2013) <i>Zero Carbon Britain Report: Rethinking the Future</i> . Centre for Alternative Technology	☒
Further	Daniels, J., Radebaugh, L., and Sullivan, D. (2018) <i>International Business, Global Edition</i> (16th edn.). Pearson.	☒

Module Code	BMSP4012	
Module Title	Global Business Challenges	
Classification	Reading List entry	Electronic*
Further	Narula, R., and Rugman, A. (2020) <i>International Business</i> , 8 th edn. Pearson (intl).	☒
Further	Hamilton, L., and Webster, P. (2018) <i>The international business environment</i> (4 th edn.). Oxford University Press.	☒
Further	King, L.C. and van den Bergh, J.C. (2017) Worktime Reduction as a Solution to Climate Change: Five Scenarios Compared for the UK. <i>Ecological Economics</i> , 132, pp.124-134.	☒
Further	Kolk, A. and Pinkse, J. (2005) Business responses to climate change: identifying emergent strategies. <i>California Management Review</i> , 47(3), pp.6-20.	☒
Further	Maxton, G. (2016) <i>Reinventing Prosperity: Managing Economic Growth to Reduce Unemployment, Inequality and Climate Change</i> . Greystone Books	☒
Further	Buhmann, K., Taylor, M. and Giuliani, E. (2019). Editorial – Business and human rights in global value chains. <i>Competition & Change</i> , 23(4), 337–345.	☒
Further	Zaręba, A., Krzemińska, A. and Łach, J.. (2017) <i>Energy sustainable cities. From eco villages, eco districts towards zero carbon cities</i> . E3S Web of Conferences, 22.	☒
Further	Spash, C.L. (2016) The political economy of the Paris Agreement on human induced climate change: a brief guide,'. <i>Real World Economics Review</i> , 75, pp.67-75.	☒

Module Code	BMSP4015
Title	Learning and Collaboration for Global Citizenship
Date	02/08/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To develop students' skills and understanding of learning strategies and professional practice in a local and global business context.

LEARNING OUTCOMES

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

- research and evaluate the contribution of a collaborative learning and research group;
- identify how to create an identity and participate in organisational and business communities that can influence and inform business learning.

INDICATIVE CONTENT

- Scholarly practice:
The nature of inquiry, ontologies, epistemologies and perspectives, types and sources of evidence, evaluating and judging evidence. Using evidence correctly and effectively: Intellectual property, plagiarism and international scholarly standards of practice. Scholarly writing and citation of others contributions through referencing.
- The international learning context:
The global learning and research context and its importance to society. A critique of existing and contemporary organisational learning and development approaches. Organisations that support learning and research locally and globally.
- Learning and development for sustainable business:
Learning motivation and theory developments. Individual and participative learning theory, conceptions and metaphors. Lifelong learning and global citizen participation. International learning and research projects. Communities of practice, activity theory and expansive learning. Professional groups, learning groups, research groups and funding for research funding.
- Digital Literacy:
Learning, communities and networks of practice. Digital personal learning and development environments. Constructing a professional digital identity through participation in subject domain communities and networks. Technological developments in learning provision.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Personal Learning Environment	1500 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP4015	
Module Title	Learning and Collaboration for Global Citizenship	
Classification	Reading List entry	Electronic*
Essential	Cottrell, S (2019) The Study Skills Handbook. 5th edn. London: Macmillan International Higher Education.	☒
Essential	Pears, R. and Shields, G.J. (2019) Cite Them Right: the essential referencing guide. 11th edn. London: Macmillan International Higher Education.	☒
Essential	Poletti, A. and Rak, J. eds.(2014). Identity technologies: Constructing the self online. University of Wisconsin Press.	☒

Module Code	BMSP4015	
Module Title	Learning and Collaboration for Global Citizenship	
Classification	Reading List entry	Electronic*
Essential	Pyrzczak, F. (2014). Evaluating research in academic journals: A practical guide to realistic evaluation. Routledge.	☒
Further	Bates, T. (2014). The role of communities of practice in a digital age. Vancouver: Contact North. Retrieved August, 29, p.2016.	☒
Further	Bryman, A. and Bell, E. (2015). Business research methods. Oxford University Press, USA.	☒
Further	Morley, D. (2016). "Applying Wenger's communities of practice theory to placement learning." Nurse education today 39 161-162.	☒
Further	Merriam, S. B. Grenier, R. S. (2019) Qualitative Research in Practise. San Francisco:Wiley Brand	☐

Module Code	BMSE4010 / BMSE4010D
Title	Sustainable Enterprise
Date	02/08/2023
Level	4
Credits	20
Pre-Requisites	None

AIM(S)

- To engage students with the key principles and processes of sustainable enterprise creation.

LEARNING OUTCOMES

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

- demonstrate understanding of the terms sustainability, enterprise and the links between society, economy and environment;
- engage in the processes of sustainable business creation and business planning.

INDICATIVE CONTENT

- Small Business start-up, management and growth.
- Key principles of sustainability within enterprise.
- Changing social, economic, environmental and political contexts.
- Regional and national policy initiatives and support mechanisms for enterprise and entrepreneurship.
- Business planning.
- The role of enterprise within the regional economy.
- Social enterprise, social business and eco-preneurship.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20
Independent learning	160	80
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Business Plan	2,250 words	75%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	5 minutes	25%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	75%
Practical	25%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSE4010	
Module Title	Sustainable Enterprise	
Classification	Reading List entry	Electronic*
Essential	Edgeman, R. Eskildsen, J. (2014). Modelling and Assessing Sustainable Enterprise Excellence. <i>Business Strategy and the Environment</i> , Vol. 23 (3), p.173-187	☒
Essential	Thompson, F. M. M. (2010). Social enterprise: developing sustainable enterprises, New York:Palgrave Mcmillan	☐
Further	Febrizal Rahmana, Adhi Bawono. (2020). Sustainable development toward sustainable enterprise. <i>Management Science Letters</i> , 11(2), 657–668.	☒
Further	Anbarasan, Periyasami. (2018). Stakeholder Engagement in Sustainable Enterprise: Evolving a Conceptual Framework, and a Case Study of ITC. <i>Business Strategy & the Environment</i> (John Wiley & Sons, Inc), 27(3), 282–300.	☒
Further	Chofreh, Abdoulmohammad Gholamzadeh. (2018). Sustainable enterprise resource planning systems implementation: A framework development. <i>Journal of Cleaner Production</i> , 198, 1345–1355.	☒

Module Code	BMSP5015
Title	Business Inquiry and Research
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To introduce students to the research process with specific reference to the development of an undergraduate research proposal.

LEARNING OUTCOMES

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

- Undertake a critical examination of qualitative and quantitative research exercises
- Develop an undergraduate research proposal

INDICATIVE CONTENT

- In the context of rethinking business for a changing world, the importance of research, information sources and their quality, searching for information, literature reviews, citation and plagiarism.
- Research approaches and their location on a research continuum according to an ontological and epistemological context.
- Identifying research opportunities for an undergraduate research design.
- The importance and purpose of the critical literature review to a research project. Knowing what to include with a critical awareness of primary, secondary sources available.
- Qualitative methods: Data collection such as interviews, participative observation. Methodologies: Cases studies, grounded theory, hermeneutics, action research, phenomenology and ethnography.
- Quantitative methods: Data collection, survey design, descriptive and analytical statistical methods and use of appropriate statistical software.
- The importance ethics and integrity in research
- Project planning and engagement

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research Proposal	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP5015	
Module Title	Business Inquiry and Research	
Classification	Reading List entry	Electronic*
Essential	Saunders, M. N. K., Lewis, P. and Thornhill, A. (2019) <i>Research methods for business students</i> (8 th edition.). Pearson.	☒
Essential	O’Gorman, K., and MacIntosh, R. (2015) <i>Research methods for business & management : a guide to writing your dissertation</i> (2 nd edn.). Goodfellow Publishers Ltd.	☒
Essential	Adams, J., Khan, H. T. A. and Raeside, R. (2007) <i>Research methods for business and social science students</i> (2 nd edn.). Sage Publications.	☒
Further	Gray, D. E. (2017). <i>Doing research in the business world</i> . SAGE Publications Limited.	☐

Module Code	BMSP5015	
Module Title	Business Inquiry and Research	
Classification	Reading List entry	Electronic*
Further	Bryman, A.and Bell, E. (2011) <i>Business research methods</i> (3rd ed.). Oxford University Press.	☐
Further	Bell, J.and Waters, S. (2018) <i>Doing your research project : a guide for first-time researchers</i> (Seventh edition.). McGraw-Hill Education.	☒
Further	Silverman, D. (2013) <i>Doing qualitative research</i> (4 th edn.). SAGE.	☐
Further	Bryman, A.and Cramer, D. (2011) <i>Quantitative data analysis with IBM SPSS 17, 18 and 19 : a guide for social scientists</i> . Routledge. https://doi.org/10.4324/9780203180990	☒
Further	Doing quantitative research in education with SPSS, 2 nd edn. (2011). <i>Reference & Research Book News</i> , 26(2). Ringgold, Inc.	☒
Further	Davidson, J. (2019) <i>Qualitative research and complex teams</i> . Oxford University Press.	☒

Module Code	BMBM5015
Title	International Independent Study Abroad
Date	26/04/2018
Level	5
Credits	60
Pre-Requisites	None

AIM(S)

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

LEARNING OUTCOMES

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

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

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

INDICATIVE CONTENT

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

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

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

Pre-International Independent Study Abroad Phase

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

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

In consultation with the tutor the student will negotiate:

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

International Independent Study Abroad Phase

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

Post-placement phase

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

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	0	0%
Independent learning	600	100%
Placement learning	0	0%
TOTAL	600	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

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

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

Module Code	BMSP5022
Title	Internship and Volunteerism
Date	02/08/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an opportunity to undertake a supervised internship or volunteer position to develop experiences of working in an organisation or participating in active citizenship or volunteering in their region, UK or overseas in relation to their personal and/or professional future goals.

LEARNING OUTCOMES

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

- research, identify, apply and plan for a position as an intern or volunteer in an organisation;
- systematically create a realistic but persuasive self-appraisal for making a contribution and gaining relevant experiences in an organisation that links to personal future goals;
- critically reflect and appraise an internship or volunteering experience in an organisation and its relationship to personal future goals.

INDICATIVE CONTENT

- Researching and planning an internship or volunteering opportunity:
 - the internship/volunteer Employer/Organisation relationship;
 - livelihood planning; Internship goals and attributes;
 - critical self-assessment of motivation, aspirations, aptitude and attitude;
 - systematic researching types of internship and opportunities;
 - communicating self and opportunity for an internship or volunteering opportunity;
 - planning and financing an internship or volunteering opportunity;
 - safeguarding self and others during an internship or volunteering position;
 - preparing a risk management;
 - reflexivity and experiences sharing through journaling;
 - evidence gathering and critical appraisal during and internship or volunteering position;

- writing up a reflexive internship or volunteering report in relation to personal future planning and livelihood.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	70	35%
Placement learning	90	45%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Implementation Plan	1000 words	25%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Reflective Journal	1000 words	25%

Assessment Component 3 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical Appraisal Report	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP5022	
Module Title	Internship and Volunteerism	
Classification	Reading List entry	Electronic*
Essential	Baird, B. (2015). <i>Internship, practicum, and field placement handbook</i> . Routledge.	☐

Essential	Rochester, C. et al. (2016). <i>Volunteering and Society in the 21st Century</i> . Springer.	☒
Essential	Johnson, K. W. (2022) <i>Business and Management Internships: Improving Employability through Experiential Learning</i> Routledge.	☐
Further	Baird, B. (2015). <i>Internship, practicum, and field placement handbook</i> . Routledge.	☐
Further	Glinka-Newes, A. Glinka, B. (2022) <i>Corporate Volunteering, Responsibility and Employee Engagement</i> Routledge.	☐
Further	Nunley, J. et al. (2016). "College major, internship experience, and employment opportunities: Estimates from a résumé audit." <i>Labour Economics</i> 38: 37-46.	☒
Further	Rodriguez, A. (2016). "Graduate Internship in Agriculture" (2016).	☒
Further	Russell-Chapin, A., Sherman, N. and Ivey, A. (2016). <i>Your supervised practicum and internship: Field resources for turning theory into action</i> . Routledge.	☒
Further	The Internship Guide for students (2016). Student Internship Guide. https://www.uvm.edu/~cems/career_internship/forms/2015StudentInternshipGuide.pdf [Accessed, 4 th January, 2016]	☒

Module Code	BMSP5021
Title	Politics and Policy Analysis
Date	02/08/2023
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To engage students in thinking about the political structures and policy development that assist business decision making.

LEARNING OUTCOMES

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

- critically engage with local and national political structures and processes which contribute to the business environment;
- critically analyse policy and policy generation from inception to implementation.

INDICATIVE CONTENT

- The political structures within the UK, including an analysis of the relative roles of central and devolved governments as well as local government.
- Policy creation, the policy cycle, timescales and the role of different stakeholders in the process.
- Representation and mis-representation of facts and the role of the media; the nature of evidence.
- Key actors, policy instruments, their relationships and sources of influence.
- Factors that are relevant to understanding policy success and failure.
- Policy evaluation – the application of techniques for evaluation to a given case study.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP5021	
Module Title	Politics and Policy Analysis	
Classification	Reading List entry	Electronic*
Essential	Bardach, E., & Patashnik, E. M. (2019). <i>A practical guide for policy analysis: The eightfold path to more effective problem solving</i> . CQ press.	☒
Essential	Cairney, P. (2021). <i>The politics of policy analysis</i> . Springer Nature.	☒
Essential	Patterson, J., Schulz, K., Vervoort, J., Van Der Hel, S., Widerberg, O., Adler, C., ... & Barau, A. (2017). Exploring the governance and politics of transformations towards sustainability. <i>Environmental Innovation and Societal Transitions</i> , 24, 1-16.	☒
Further	Radin, B. A. (2020). <i>Defining Policy Analysis: A Journey that Never Ends</i> . Cambridge University Press.	☐
Further	Heinrichs, H., & Biermann, F. (2016). Sustainability: Politics and governance. In <i>Sustainability science</i> (pp. 129-137). Springer, Dordrecht.	☒
Further	Westman, L., McKenzie, J., & Burch, S. L. (2020). Political participation of businesses: A framework to understand contributions of SMEs to urban sustainability politics. <i>Earth System Governance</i> , 3, 100044.	☒
Further	Ordóñez de Pablos, P., & Lytras, M. (2018). Knowledge management, innovation and big data:	☒

Module Code	BMSP5021	
Module Title	Politics and Policy Analysis	
Classification	Reading List entry	Electronic*
	Implications for sustainability, policy making and competitiveness. <i>Sustainability</i> , 10(6), 2073.	
Further	Mazzucato, M., Kattel, R., & Ryan-Collins, J. (2020). Challenge-driven innovation policy: towards a new policy toolkit. <i>Journal of Industry, Competition and Trade</i> , 20(2), 421-437.	☒
Further	Beel, D., Jones, M., & Jones, I. (2021). <i>City regions and devolution in the UK: the politics of representation</i> (p. 204). Policy Press.	☒
Further	Howlett, M. (2019). Behavioural considerations in public policy: matching policy tools and their targets. In <i>Handbook of Behavioural Change and Public Policy</i> (pp. 78-88). Edward Elgar Publishing.	☐
Further	Ferretti, V., Pluchinotta, I., & Tsoukiàs, A. (2019). Studying the generation of alternatives in public policy making processes. <i>European Journal of Operational Research</i> , 273(1), 353-363.	☒

Module Code	BMSP5016
Title	Responsible Marketing
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To investigate current activities and trends in responsible marketing, and how strategic marketing and planning can be applied to the solution of social problems.

LEARNING OUTCOMES

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

- Assess the development of Marketing in creating value in a social context.
- Investigate the role of social marketing as a tool to promote behaviour change
- Critically understand marketing processes, concepts and techniques and their application and use.
- Identify and Evaluate Digital Marketing tools.

INDICATIVE CONTENT

- Social Marketing and Behaviour Change.
- Digital Marketing
- The Marketing Concept and Marketing Through Time.
- Responsible Influencing
- Making Ethical Decisions in Marketing
- Marketing Strategy, Planning and Tools.
- Using Marketing for Good: Examples of Environmental and Social Marketing Campaigns.
- The Power and Responsibility of Branding

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online Portfolio	3 elements (2000 words equivalent)	50%

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP5016	
Module Title	Responsible Marketing	
Classification	Reading List entry	Electronic*
Essential	Lee, N. R. and Kotler, P. (2019) <i>Social Marketing: Behaviour Change for Social Good</i> , 6 th edn.	☐
Essential	Last, A. (2016) <i>Business on a Mission: How to Build a Sustainable Brand</i> . Greenleaf.	☐
Essential	Murphy, P. E., Laczniak, G. R. and Harris, F. (2016) <i>Ethics in Marketing: International cases and perspectives</i>	☐
Further	Hastings, G. and Domegan, C. (2013) <i>Social Marketing: From tunes to symphonies</i>	☒
Further	Naidoo, V. and Verma, R. (2020) <i>Green Marketing as a positive driver toward business sustainability</i> .	☒
Further	Brown, E. (2012) <i>Working the Crowd: Social Media Marketing for Business</i> . 2 nd edn.	☒

Module Code	BMSP5016	
Module Title	Responsible Marketing	
Classification	Reading List entry	Electronic*
Further	Moto Pinto, P. and Guarda, T. (2020) <i>Digital Marketing Strategies and Models for Competitive Business</i>	☒

Module Code	BMSP5017
Title	Rural Business and Diversification
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with an overview of the particular nature of rural business and to enable students to contribute to the socio-economic development of rural areas.

LEARNING OUTCOMES

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

- identify the distinctive characteristics of rural business;
- critically analyse the challenges facing rural business;
- evaluate solutions in the form of diversification and alternative approaches to established aspects of rural business.

INDICATIVE CONTENT

- Farming as the pivotal business of rural communities.
- Rural environmental issues explored e.g. carrying capacity, landscape management and rural biodiversity;
- SMEs in a rural setting;
- Tourism and the rural economy;
- Emerging challenges particularly the changing political climate;
- On-going challenges regarding infrastructure and technology;
- Potential solutions including ways of working e.g. collaborative working and product positioning e.g. premium branding;
- Future-proofing rural enterprise.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written assignment	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP5017	
Module Title	Rural Business and Diversification	
Classification	Reading List entry	Electronic*
Essential	Clark, S. (ed.) (2016) <i>Sustainable Agriculture - Beyond Organic Farming</i> . MDPI AG.	☒
Essential	Carter, S. and Jones-Evans, D. (2012) <i>Enterprise and Small Business: Principles, Practice and Policy</i> . 3 rd edn. Harlow: Pearson.	☐
Further	Dasher, C. (2014) <i>Rural Tourism: an International Perspective</i> . Cambridge: Cambridge Scholars Publishing.	☒
Further	Milbourne, P. (ed.) (2011) <i>Rural Wales in the Twenty First Century: Society, Economy and Environment</i> . Cardiff: University of Wales.	☒

Module Code	BMSP5017	
Module Title	Rural Business and Diversification	
Classification	Reading List entry	Electronic*
Further	Nuthall P.L. (2016) <i>Farm Business Management: The Fundamentals of Good Practice</i> . Wallingford: CABI.	☒
Further	Oriade, A. and Robinson P. (2017) <i>Rural Tourism and Enterprise</i> . Wallingford: CABI.	☐
Further	Wiggins, S. (2014) <i>Rural Non-farm Economy: Current Understandings, Policy Options and Future Possibilities</i> . Oxford: Oxford University Press.	☐

Module Code	BMSP5018
Title	Rural Resilience
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To explore the capacity of rural regions to adapt to changing external circumstances whilst maintaining a satisfactory standard of living.

LEARNING OUTCOMES

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

- Critically evaluate the degree to which a rural area is able to tolerate alteration before reorganising around a new set of structures and processes
- Critically understand and evaluate how a rural area can simultaneously balance ecosystem, economic and cultural functions

INDICATIVE CONTENT

- Supply of primary agricultural products, such as food, livestock and fibre.
- Rural services linked to rural areas, for example tourism, landscape management, cultural heritage.
- Rural areas as nature reserves.
- Understanding Agro-clusters.
- How rural service clusters work
- Governance and rural resilience

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP5018	
Module Title	Rural Resilience	
Classification	Reading List entry	Electronic*
Essential	Tamásy, C. and Revilla Diez, J. (2016) <i>Regional resilience, economy and society</i> . London: Routledge.	☒
Essential	Robinson, G. (2016) <i>Sustainable rural systems</i> . London: Routledge.	☒
Essential	Beaulieu, L. and Jordan, J. (2013) <i>Developing sustainable agriculture and community</i> . Routledge.	☒
Further	Etingoff, K. (2016) <i>Sustainable agriculture and food supply</i> (1 st edn.). Apple Academic Press (T&F).	☒
Further	Pretty, J. (2018) <i>Sustainable intensification of agriculture</i> . London: Earthscan.	☒
Further	Halberg, N. and Müller, A.. (2013) <i>Organic agriculture for sustainable livelihoods</i> . Milton Park, Abingdon, Oxon: Routledge.	☒
Further	Gliessman, S. and Rosemeyer, M. (2010) <i>The conversion to sustainable agriculture</i> . Boca Raton: CRC Press.	☒
Further	Rao, M., Suresh Babu, V., Chandra, K. and Ravindra Chary, G. (2021) <i>Integrated land use planning for sustainable agriculture and rural development</i> . Oakville, ON: Apple Academic Press.	☒
Further	Lockie, S. (2020) <i>Failure or Reform?</i> . Routledge.	☒

Module Code	BMSP5018	
Module Title	Rural Resilience	
Classification	Reading List entry	Electronic*
Further	Roberts, E. et al. (2017) "Rural resilience in a digital society: Editorial", <i>Journal of Rural Studies</i> , 54, pp. 355-359.	☒
Further	McManus, Pet al. (2012) Rural Community and Rural Resilience: What is important to farmers in keeping their country towns alive?. <i>Journal Of Rural Studies</i> , 28(1), 20-29.	☒
Further	Shucksmith, M.and Rønningen, K. (2011) The Uplands after neoliberalism? – The role of the small farm in rural sustainability. <i>Journal Of Rural Studies</i> , 27(3), 275-287. https://doi.org/10.1016/j.jrurstud.2011.03.003	☒

Module Code	BMSP5019
Title	Technological Change and Innovation
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To engage students in a critical discussion of the relationship between technology, innovation and global business change.

LEARNING OUTCOMES

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

- critically evaluate the relationship between technology and economic, social and cultural change in time and space;
- critically discuss the nature of innovation and its role in developing sustainable business practice.

INDICATIVE CONTENT

- Historical perspectives on the role of technology in stimulating cultural change e.g. Kondratiev, Schumpeter and McLuhan.
- Models of technological change – disruption, laws of media (tetrads).
- Developments in technology, innovation and sustainable management, the development of sustainable technologies.
- Technology transfer: the innovation process, invention, innovation and diffusion.
- The role of technological change and innovation for a zero carbon future.
- Eco-innovation activity: government action, altruism and service as a commodity.
- Funding for innovation and technology transfer.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP5019	
Module Title	Technological Change and Innovation	
Classification	Reading List entry	Electronic*
Essential	Baldwin, R. (2016) <i>The Great Convergence: Information Technology and the New Globalization</i> . Harvard University Press.	☐
Essential	Sid A. (2021) <i>Innovation Management System : A Practical Guide for Implementation and Building a Culture of Innovation Using the ISO 56002</i> , Productivity Press	☐
Essential	Tynnhammar, M. (2020) <i>The crest of the innovation management research wave</i> . Vernon Press, Delaware.	☐
Essential	Gupta, H. (2020) <i>Barriers and overcoming strategies to supply chain sustainability innovation</i> , Elsevier, Amsterdam.	☐
Essential	Barley, S. (2020) <i>Work and technological change</i> , Oxford Uni press, NY	☐
Further	Erixon, F. and Weigel, B. (2016) <i>The Innovation Illusion: How So Little is Created by So Many Working So Hard</i> . Yale University Press.	☐

Module Code	BMSP5019	
Module Title	Technological Change and Innovation	
Classification	Reading List entry	Electronic*
Further	Lin, C.A., and David J.A, eds. (2014) <i>Communication technology and social change: Theory and implications</i> . Routledge.	☒
Further	Narula, R. (2014) <i>Globalization and technology: Interdependence, innovation systems and industrial policy</i> . John Wiley & Sons.	☒
Further	Yearley, S. (2014). <i>Science, Technology, and Social Change</i> (Routledge Revivals). Routledge.	☒
Further	Castells, M. (2002) <i>The Internet galaxy: Reflections on the Internet, business, and society</i> . Oxford University Press on Demand.	☒
Further	Boons, F. and Florian, L. (2013) "Business models for sustainable innovation: state-of-the-art and steps towards a research agenda." <i>Journal of Cleaner Production</i> 45 9-19.	☒
Further	Chesbrough, H. (2013) <i>Open business models: How to thrive in the new innovation landscape</i> . Harvard Business Press.	☒
Further	De Medeiros, J. et al. (2014) "Success factors for environmentally sustainable product innovation: a systematic literature review." <i>Journal of Cleaner Production</i> 65 76-86.	☒
Further	Drucker, P. (2014) <i>Innovation and entrepreneurship</i> . Routledge.	☒
Further	Ellis, R. and Goodyear, P. (2013) <i>Students' experiences of e-learning in higher education: the ecology of sustainable innovation</i> . Routledge.	☒
Further	McLuhan, M., Gordon, W. T., Lamberti, E. and Scheffel-Dunand, D. (2011) <i>The Gutenberg Galaxy: The making of typographic man</i> . University of Toronto Press.	☐
Further	McLuhan, M. and McLuhan, E. (1992) <i>Laws of media: The new science</i> . University of Toronto Press.	☐
Further	Santacreu, A. (2015) "Innovation, diffusion, and trade: Theory and measurement." <i>Journal of Monetary Economics</i> 75: 1-20.	☒
Further	Smith, A. et al. (2014) "Grassroots innovation movements: challenges and contributions." <i>Journal of Cleaner Production</i> 63 114-124.	☒

Module Code	BMSP5020
Title	Working in an Inclusive World
Date	08/12/2021
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student awareness and critical understanding of the contemporary workplace in a changing global world

LEARNING OUTCOMES

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

- critically assess workplaces within their broader cultural, socio-political and environmental local and global contexts;
- demonstrate a critical understanding of diversity, inclusivity and intercultural connectivity within the context of the contemporary workplace

INDICATIVE CONTENT

- Flexibility and agility in the modern workplace
- Interculturality and authenticity in the workplace
- Understanding and embracing neurodiversity in the workplace
- Creating and fostering a diverse and inclusive workplace.
- Navigating rights in fluid and hybrid workspaces.
- Promoting the wellbeing workplace.
- Establishing a culture of sustainable action within the workplace.
- Personal ethical standards, values and beliefs.
- Communication channels for sharing information and building relationships

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	3000 words	60%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	60%
Practical	40%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP5020	
Module Title	Working in an Inclusive World	
Classification	Reading List entry	Electronic*
Essential	Enhert, I., Harry, W. and Zink, K. J. (eds.). (2014) <i>Sustainability and Human Resource Management: Developing Sustainable Business Organizations</i> . Springer.	☒
Essential	Exter, N. (2013) <i>Employee engagement with sustainable business: How to change the world whilst keeping your day job</i> . Routledge.	☐
Essential	Jürgen, R. (2015) <i>A global view on intercultural management: challenges in a globalized world</i> . Walter de Gruyter GmbH & Co KG.	☒
Essential	Kempster, S. and Carroll, B. (Eds.). (2016) <i>Responsible leadership: realism and romanticism</i> . Routledge.	☒
Essential	Moran, R. T., Abramson, N. R. and Moran, S. V. (2014) <i>Managing cultural differences</i> . Routledge.	☒
Essential	Taylor, S. and Woodhams, C. (2012) <i>Managing People and Organisations</i> . London: Chartered Institute of Personnel and Development.	☒
Further	Allen, D. and Bryant, P. (2012) <i>Managing employee turnover: myths to dispel and strategies for effective management</i> . New York, Business Expert Press.	☒
Further	Barber, A. (1998) <i>Recruiting employees: individual and organizational perspectives</i> . London: Sage.	☐

Module Code	BMSP5020	
Module Title	Working in an Inclusive World	
Classification	Reading List entry	Electronic*
Further	Chanlat, Jean-François, C., Eduardo Davel, E. and Dupuis, J. -P. (2013) <i>Cross-cultural management: culture and management across the world</i> . Routledge.	☒
Further	Cook, M. (2009) <i>Personnel selection: adding value through people</i> . 5 th edn. Chichester: Wiley.	☒
Further	Marchington, M. and Wilkinson, A. (2012) <i>Human resource management at work</i> . 5th edn.. London: Chartered Institute of Personnel and Development.	

Module Code	BMSP6017
Title	Digital Business
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To enable students to evaluate critically the current and emerging digital business themes or applications, and recognise that the effective and innovative management of contemporary digital business systems can improve benefits and sustainability. There is an emphasis on developing skills in data analysis using open data sources and interpreting outputs using spreadsheet and data mining approaches.

LEARNING OUTCOMES

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

- Systematically understand current and emerging digital business themes or applications and the impact of their use in organisations
- Analyse a variety of open data sources.
- Evaluate critically the issues associated with the management of contemporary digital business systems and their use for gaining competitive advantage.

INDICATIVE CONTENT

In the context of rethinking business for a changing world

- The distinction between e-Business, e-Commerce, digital business, ingredients and types of digital business models.
- Stages of development, drivers and inhibitors to digital business, models to assess the digital environment and identify where digital business can exploit opportunities and counter threats.
- The integration of sustainable business strategy (alignment and impact). Innovative uses of digital business to help achieve business objectives and competitive advantage.
- Contemporary applications and themes of digital 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 and big data.
- 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.

- Business intelligence and big data, data modelling for predictive and prescriptive analysis using Microsoft Excel and Weka.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	70	35%
Placement learning	90	45%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	15 minutes	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	50%
Practical	50%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP6017	
Module Title	Digital Business	
Classification	Reading List entry	Electronic*
Essential	Dolnicar, S. (2017.) <i>Peer to Peer Accommodation Networks : An Examination</i> . Goodfellow Publishers, Limited.	☒
Essential	Guttentag, D. (2015) Airbnb: disruptive innovation and the rise of an informal tourism accommodation sector. <i>Current Issues in Tourism</i> , 18(12), 1192–1217. https://doi.org/10.1080/13683500.2013.827159	☒

Module Code	BMSP6017	
Module Title	Digital Business	
Classification	Reading List entry	Electronic*
Essential	Chaffey, D., Edmundson-Bird, D. and Hemphill, T. (2019) <i>Digital business and e-commerce management : strategy, implementation and practice</i> (7 th edn.). Pearson.	☒
Further	Rogers, D. (2016) <i>The Digital Transformation Playbook : Rethink Your Business for the Digital Age</i> . Columbia University Press,. https://doi.org/10.7312/roge17544	☒
Further	Thiel, P. A. and Masters, B. (2014). <i>Zero to one : notes on start ups, or how to build the future</i> . Virgin Digital.	☒
Further	Christensen, C. M., Baumann, H., Ruggles, R. and Sadtler, T. M. (2006) Disruptive innovation for social change. <i>Harvard Business Review</i> , 84(12), 94–163.	☒
Further	Hamada, K. S. (2018) A Conceptual Framework for Disruptive Innovation in Advising. <i>Journal of Academic Advising</i> , 1. https://doi.org/10.14434/jaa.v1i1.23971	☒
Further	Waldman, P., Chapma, L., Robertson, J. and Riley, M. (2018) Palantir Knows Everything About You: Peter Thiel's data-mining company is using War on Terror tools to track American Citizens. The scary thing? Palantir is desperate for new customers. <i>Bloomberg Businessweek (Online)</i> , 4566, 44–.	☒
Further	New Perspectives: Microsoft Office 365 & Excel 2016, Intermediate. (2017). <i>ProtoView</i> , 2017(46). Ringgold, Inc.	☒
Further	Developers - Let's Try: An Introduction to Weka. (2016). <i>Open Source for You</i> .	☒

Module Code	BMSP6016
Title	Globally Responsible Business
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To explore the challenges involved in being an ethical, sustainable and globally responsible business.

LEARNING OUTCOMES

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

- systematically evaluate approaches to responsibility in business;
- research, critically analyse and propose solutions to ethical challenges in different organisations.

INDICATIVE CONTENT

- Discussion and evaluation of forms of responsibility in business - sustainable business, carbon zero business, circular economy, ethical business, social business, Fair Trade, Corporate Social Responsibility.
- Transformation processes taking place during the exchange between business, nature and society.
- Sustainable consumption, the modern consumer and its impact on society and the wider environment.
- Systems of legal regulatory, environmental and social norms and standards, circular economy, the triple bottom line, natural capital and how organisations report sustainability.
- Corporate Social Responsibility; definitions, in practice, organisations responsibilities, governance and management of externality, stakeholder theory.
- Normative and contemporary ethical theories such as egoism, utilitarianism, deontology, virtue ethics and feminist ethics.
- Sustainable development: global, national and local issues. Analysis of the changing demands of markets, society, government and wider stakeholders and organisational goals and responses. Evaluation of governmental initiatives.

Study Time Allocation

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Investigation	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP6016	
Module Title	Globally Responsible Business	
Classification	Reading List entry	Electronic*
Essential	Schlegelmilch, B. and Szöcs, I. (2020) <i>Rethinking Business Responsibility in a Global Context [electronic resource] : Challenges to Corporate Social Responsibility, Sustainability and Ethics</i>	☒
Essential	Wasioleski, D. and Weber, J. (2019) <i>Business Ethics</i> . Emerald, England	☒
Essential	Cristoni, N. (2019) <i>Strategic management and the circular economy</i> . Routledge, NY.	☒
Essential	Almeida, N. and Almeida, P. (2020) <i>Mapping, managing, and crafting sustainable business</i>	☒

Module Code	BMSP6016	
Module Title	Globally Responsible Business	
Classification	Reading List entry	Electronic*
	<i>strategies for the circular economy</i> . IGI Global, Hershey, PA.	
Essential	Neeta, B. (2020) Handbook of research on entrepreneurship development and opportunities in circular economy	☒
Further	Crane, A. and Matten, D. (2016) <i>Business ethics: Managing corporate citizenship and sustainability in the age of globalization</i> . Oxford University Press.	☒
Further	Dempsey, A (2013) <i>Evolutions in corporate governance towards an ethical framework for business conduct</i> Sheffield: Greenleaf Pub.	☐
Further	Øyvind, K. (2015) <i>Moral Reasoning at Work: Rethinking Ethics in Organizations</i> . Kvalnes, Palgrave Macmillan.	☐
Further	Barkemeyer, R., Holt, D., Preuss, L. and Tsang, S. (2014) What happened to the 'development' in sustainable development? Business guidelines two decades after Brundtland. <i>Sustainable Development</i> , 22(1), pp.15-32.	☒
Further	Chernev, A. and Blair, S. (2015) Doing well by doing good: The benevolent halo of corporate social responsibility. <i>Journal of Consumer Research</i> , 41(6), pp.1412-1425.	☒
Further	Chin, M.K., Hambrick, D.C. and Treviño, L.K. (2013) Political ideologies of CEOs: The influence of executives' values on corporate social responsibility. <i>Administrative Science Quarterly</i> , 58(2), pp.197-232.	☒
Further	Christensen, L.J., Mackey, A. and Whetten, D. (2014) Taking responsibility for corporate social responsibility: The role of leaders in creating, implementing, sustaining, or avoiding socially responsible firm behaviors. <i>The Academy of Management Perspectives</i> , 28(2), pp.164-178.	☒
Further	Dentchev, N., et al. (2015). Embracing the variety of sustainable business models: Social entrepreneurship, corporate intrapreneurship, creativity, innovation, and other approaches to sustainability challenges. <i>J. Clean. Prod</i> , 113, pp.1-4.	☒
Further	Visser, W. (2011) <i>The age of responsibility: CSR 2.0 and the new DNA of business</i> . John Wiley & Sons.	☐

Module Code	BMSP6013
Title	Project Management for Sustainability
Date	13/07/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student awareness and understanding of project management tools and techniques and approaches for effective project management. This will provide students with a sound basis for further development in the field of project management.

LEARNING OUTCOMES

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

- Demonstrate knowledge and a systematic understanding of the key aspects of project management.
- Critically evaluate a range of tools, techniques and approaches available to project managers.

INDICATIVE CONTENT

- Introduction to project management.
- Project management principles.
- Project management tools and techniques.
- Stakeholder analysis
- Risk analysis
- Introduction to various project management approaches.
- Project documentation overview.
- Importance of soft skills in project management.
- Collaborative tools and skills in project management

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2500 words	60%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	12 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	60%
Practical	40%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP6013	
Module Title	Project Management for Sustainability	
Classification	Reading List entry	Electronic*
Essential	Ferreira, M.E., and Tereso, A. (2014) "Software Tools for Project Management–Focus on Collaborative Management." <i>New Perspectives in Information Systems and Technologies, Volume 2</i> . Springer International Publishing, 2014. 73-84.	☒
Essential	Kohl, K. (2016) <i>Becoming a Sustainable Organization A Project and Portfolio Management Approach - Best Practices and Advances in Program Management</i> .	☒
Essential	Sánchez, M.A. (2015) "Integrating sustainability issues into project management." <i>Journal of Cleaner Production</i> 96: 319-330.	☒
Essential	Taylor, P. (2015) <i>The Social Project Manager Balancing Collaboration with Centralised Control in a Project Driven World</i> . Taylor and Francis.	☐
Essential	Goel, A., Ganesh, L. S. and Kaur, A. (2020) "Project management for social good: A conceptual framework and research agenda for socially sustainable construction project management". <i>International journal of managing projects in business</i> .	☒

Module Code	BMSP6013	
Module Title	Project Management for Sustainability	
Classification	Reading List entry	Electronic*
Further	Larsson, J. and Larsson, L. (2020) "Integration, application and importance of collaboration in sustainable project management". <i>Sustainability</i> , 12(2), 585.	☒
Further	Ferraro, J. (2012) Project Management for Non-Project Managers: AMACOM.	☒
Further	Heizer, R., and Render, B. (2013). <i>Operation Management, Sustainability and Supply Chain management</i> . Vol. 11. Pearson, UK.	☒
Further	Project Management Institute: (2012). A Guide to Project Management Body of Knowledge (PMBOK Guide) Fifth Edition	☒
Further	Sankaran, S., Jacobsson, M. and Blomquist, T. (2021) The history and future of projects as a transition innovation: Towards a sustainable project management framework. <i>Systems research and behavioral science</i> .	☒
Further	Watson, M. (2006) Managing Smaller Projects: a practical guide, Hook: <i>Project Manager</i> Today Publications.	☒

Module Code	BMSP6014
Title	Social Entrepreneurship
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To provide students with the knowledge and skills to explore social entrepreneurship and social innovation and the outcomes of social impact in the community.

LEARNING OUTCOMES

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

- Demonstrate a critically conceptual understanding of the concepts and principles of social entrepreneurship to address social issues.
- Systematically evaluate enterprise impact measures and targets and how these deliver value in a social enterprise context.

INDICATIVE CONTENT

- Defining a social enterprise, social innovation and social entrepreneurship
- Identifying a social or environmental need
- Social change and the sustainable development goals
- Opportunities and challenges facing social enterprises
- Techniques and tools for systems thinking and theory of change
- Social business model techniques
- Measuring social impact and funding opportunities of social ventures

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	8 minutes	25%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	3000 words	75%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	75%
Practical	25%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP6014	
Module Title	Social Entrepreneurship	
Classification	Reading List entry	Electronic*
Essential	Fitzhugh, H. and Stevenson, N. (2015) Inside social enterprise: Looking to the future. Policy Press.	☒
Essential	Ridley-Duff, R. and Bull, M. (2015) <i>Understanding social enterprise: Theory and practice</i> . Sage.	☒
Essential	Cronin, M. J. (2017) <i>Managing for social impact: innovations for responsible enterprise</i> , Springer	☒
Essential	Edgeman, R. and Eskildsen, J. (2014) Modelling and Assessing Sustainable Enterprise Excellence. <i>Business Strategy and the Environment</i> , Vol. 23 (3), p.173-187	☒
Further	Alvord, S.H., Brown, L.D. and Letts, C.W. (2004) 'Social entrepreneurship and societal transformation: an exploratory study', <i>Journal of Applied Behavioral Science</i> , vol. 40, issue 3, pp. 260-283.	☒
Further	Davies, I. A., Haugh, H. and Chambers, L. (2017) Barriers to social enterprise growth. <i>Journal of Small Business Management</i> .	☒
Further	Bornstein, D. and Davis, S. (2010) <i>Social Entrepreneurship: What Everyone Needs to Know</i> , New York and Oxford, Oxford University Press.	☐

Module Code	BMSP6014	
Module Title	Social Entrepreneurship	
Classification	Reading List entry	Electronic*
Further	Kerlin, J. A. (Ed.) (2017) <i>Shaping social enterprise: Understanding institutional context and influence</i> . Emerald Publishing Limited.	☐
Further	Bradach, J.(2003) 'Going to scale: the challenge of replicating social programs', <i>Stanford Social Innovation Review</i> , vol. 1, issue 1, pp. 19-25.	☒
Further	Medina Munro, M.and Belanger, C. (2017) Analyzing external environment factors affecting social enterprise development. <i>Social Enterprise Journal</i> , 13(1), 38-52.	☒
Further	Economist, (2006) 'The Rise of the Social Entrepreneur', <i>The Economist</i> , vol. 378, issue 8466, pp. 11-13.	☒
Further	Phillips, W. et al.2015) Social innovation and social entrepreneurship: A systematic review. <i>Group & Organization Management</i> , 40(3), 428-461.	☒
Further	Crutchfield, Leslie R. andMcLeod Grant, H. (2012) <i>Forces for Good – The Six Practices of High Impact Nonprofits</i> . Publisher Jossey-Bass San Francisco, CA	☐
Further	Schwartz, B. (2012) <i>Rippling: How Social Entrepreneurs Spread Innovation Throughout the World</i> . Publisher: Jossey-Bass, San Francisco, CA	☐

Module Code	BMSP6006
Title	Strategies for Resilience and Prosperity
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop an understanding of how strategic management principles can be used to develop ethical, resilient and prosperous organisations.

LEARNING OUTCOMES

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

- critically appraise an organisation's strategic direction;
- critically analyse the components of an organisation's internal and external environment;
- formulate new strategies for the changing nature of business.

INDICATIVE CONTENT

- Strategic management in changing contexts; Corporate level strategy and business level strategy and demonstrating appropriate resilience in the face of change.
- Strategic management in practice; to include the strategic position, strategic choices and sustainable thinking; strategy into action and development processes.
- Strategic analysis; to include macro environment analysis using PEST and other frameworks, five forces framework, defining strategic groups and critical success factors.
- Resource, competence and strategic capability. The strategic importance of resources, core competences and organisation capabilities. Using SWOT, and TOWS matrix.
- Stakeholder expectation and organisational purpose; to include the importance of governance, stakeholder mapping and ethical issues and their impact on strategic development.
- 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 the various strategic development methods available to organisations (internal, acquisition and alliance).

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Component 2

(Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	10 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	60%
Practical	40%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP6006	
Module Title	Strategies for Resilience and Prosperity	
Classification	Reading List entry	Electronic*
Essential	Jeanrenaud, S. (2016) <i>Sustainable Business A One Planet Approach</i> . John Wiley & Sons.	☐
Essential	Johnson, G., Scholes, K. and Whittington, R. (2020) <i>Exploring Strategy: Text and Cases</i> , Harlow, England.	☒
Essential	Fogel, D. S. (2016) <i>Strategic Sustainability: A Natural Environmental Lens on Organizations and Management</i> . Routledge.	☐
Essential	Farias, G., Farias, C., Krysa, I. and Harmon, J. (2020) Sustainability mindsets for strategic management: lifting the yoke of the neo-classical economic perspective. <i>Sustainability</i> , 12(17), 6977.	☒

Module Code	BMSP6006	
Module Title	Strategies for Resilience and Prosperity	
Classification	Reading List entry	Electronic*
Essential	Winston, A. (2015) <i>The big pivot: Radically practical strategies for a hotter, scarcer, and more open world</i> . Harvard Business Review Press.	☒
Further	Hitt, M. A., Arregle, J. L. and Holmes Jr, R. M. (2020) Strategic management theory in a post-pandemic and non-ergodic world. <i>Journal of Management Studies</i> .	☒
Further	Barbosa, M., Castañeda-Ayarza, J. A. and Ferreira, D. H. L. (2020) Sustainable strategic management (GES): Sustainability in small business. <i>Journal of cleaner production</i> , 258, 120880.	☒
Further	Johnson, G., Scholes, K. and Whittington, R. (2017) <i>Fundamentals of Strategy</i> , Pearson Education	☒
Further	Hitchcock, D. E. and Willard, M. L. (2015) <i>The business guide to sustainability: Practical strategies and tools for organizations</i> . Earthscan.	☐
Further	Larsson, J. and Larsson, L. (2020) Integration, application and importance of collaboration in sustainable project management. <i>Sustainability</i> , 12(2), 585.	☒
Further	Porter, M. E. (2011) <i>Competitive Advantage – Creating and Sustaining Superior Performance</i> , London: Harper Collins	☐
Further	Thompson, J. and Martin, F. (2010) <i>Strategic Management: Awareness and Change</i> , Cengage Learning.	☐

Module Code	BMSP6015
Title	The Green Economy
Date	08/12/2021
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To understand and explore how moving towards a green economy reduces environmental risks and ecological scarcities, and that aims for sustainable development without degrading the environment

LEARNING OUTCOMES

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

- Develop a critical and conceptual understanding of the green economy and sustainable economics;
- Critically synthesise how differing sectors approach sustainable development
- Demonstrate a systematic understanding of the consequences of developing economies sustainably

INDICATIVE CONTENT

- Exploration of what the green economy means
- Strategies for greening the economy
- Investigating what sustainable economics means
- Exploring the sustainable policy
- Exploration of the approaches of developing sustainable economies
- Approaches businesses have taken to sustainable development
- Managing sustainable consumption
- Sustainable finance

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Component 2

(Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2000 words	50%

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP6015	
Module Title	The Green Economy	
Classification	Reading List entry	Electronic*
Essential	Filho, W. (2018) <i>Sustainable Economic Development</i> . Springer.	☒
Essential	Callan, S. and Thomas, J. (2013) <i>Environmental economics & management</i> (6 th edn.). Cengage Learning.	☒
Further	Tietenberg, T. and Lewis, L. (2019) <i>Natural resource economics</i> . Routledge.	☒
Further	Hussen, A. (2018) <i>Principles of environmental economics and sustainability</i> . Routledge.	☒
Further	Sloman, Hinde and Garratt, (2019) <i>Economics for Business</i> , Pearson	☒
Further	Tietenberg, T. H. and Lewis, L. (2018) <i>Environmental and natural resource economics</i> (11 th edn.). Abingdon: Routledge.	☒
Further	Hess, P. N. (2016) <i>Economic growth and sustainable development</i> (2 nd edn.). London: Routledge.	☒
Further	Field, B. C. and Field, M. K. (2017) <i>Environmental economics: An introduction</i> (7 th edn.). New York, NY: McGraw-Hill	☒
Further	Corner, P.D. and Ho, M. (2010) How Opportunities Develop in Social Entrepreneurship. <i>Entrepreneurship, Theory & Practice</i> . July: 635-659.	☒
Further	Skene, K. and Murray, A. (2015) <i>Sustainable Economics: Context, Challenges and Opportunities for the 21st-Century Practitioner</i> . Routledge	☒

Module Code	BMSP6018
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Title	Sustainable Business Dissertation
Date	02/08/2023
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To provide students with an opportunity for understanding the process of conducting an undergraduate research dissertation in the context of sustainable business and management of their own interest.

LEARNING OUTCOMES

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

- critically evaluate differing contributions, explanations and arguments in the context of sustainable business and management;
- develop an appropriate research methodology for their selected research project;
- conduct and report primary research in the field of sustainable business and management.

INDICATIVE CONTENT

The dissertation provides an opportunity for students to produce a dissertation which has been instigated, developed and produced as a consequence of their own interests that they have developed throughout their undergraduate studies. The dissertation normally arises from individual interest or from a professional internship period, but will require the student to undertake an independent research investigation into an area pertinent to rethinking business in a changing world. The dissertation engages learners with research design, methodological engagement, primary data collection and analysis, literature review and theoretical discussion. Sessions will include developing a research topic and identifying a chosen methodological approach.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	15 hours	3.75%
Independent learning	385 hours	96.25%
Placement learning	0	0
TOTAL	400 hours	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Dissertation	8,000 words	100%

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP6018	
Module Title	Sustainable Business Dissertation	
Classification	Reading List entry	Electronic*
Essential	Greetham, B. (2019) How To write your undergraduate dissertation, London: Bloomsbury Academic	☒
Essential	Pears, R. Shields, G. J (2019) <i>Cite them right: the essential referencing guide</i> , London: Bloomsbury Academic	☒
Essential	Day, T. (2018) <i>Success in academic writing</i> , Basingstoke: Palgrave MacMillan	☐
Essential	Saunders, M (2019) <i>Research Methods for Business Students</i> . 8 th ed. Harlow: Prentice Hall.	☒
Further	Bryman, A., Bell, E. (2007) <i>Business Research Methods</i> , Oxford: Oxford University Press.	☐
Further	Bougie, R., Sekaran, U., (2019) <i>Research Methods for Business: A Skills Building Approach</i> , Hoboken: Wiley	☐
Further	Oliver, P. (2012) <i>Succeeding with your literature review: a handbook for students</i> , Maidenhead: Open University Press	☒
Further	Stringer, E. (2007) <i>Action research</i> , London: Sage	☐

**MODULES FOR RETURNING STUDENTS ENROLLED PRIOR TO 2022-23
(‘teach-out’ programmes)**

Module Code	BMSP5013
Title	Changemakers: Creativity and Value Creation
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	None

AIM(S)

- To develop the concepts and practice of creativity and value creation for the development of innovative, aspiring and progressive solutions.

LEARNING OUTCOMES

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

- Demonstrate knowledge and critical understanding of innovation, creativity and enterprising mindset, recognising the values and the contribution creativity makes to the common good.
- Conceive, articulate and apply creative thinking within a work-based or academic context to develop novel solutions and/or value creation.

INDICATIVE CONTENT

- Creativity in theory and practice.
- Value creation in theory and practice.
- Creative and ethical leadership: skills and challenges.
- Driving innovation and change, the intra and entrepreneurial individual.
- Critical thinking, troubleshooting and problem solving, developing novel solutions.
- Information gathering for inspiration, vision creation and ideation.
- Developing the enterprising and data driven mindset.
- Contemporary technologies: virtual and augmented reality and artificial intelligence to enhance creativity and innovation.
- Time management practices for an entrepreneurial mindset.
- Being resourceful, in the context of making do with less.
- Reflection and self-reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio of set exercises	2,000 words or equivalent	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSP5013	
Module Title	Changemakers: Creativity and Value Creation	
Classification	Reading List entry	Electronic*
Essential	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Essential	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Essential	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Further	Schiama, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations :</i>	☒

	<i>Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	
Further	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Further	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Cod y Modwl	BMSP5013C
Teitl	Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth
Dyddiad	25/06/2020
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Datblygu cysyniadau ac arferion creadigrwydd a chreu gwerth i ddatblygu datrysiadau arloesol, uchelgeisiol a blaengar.

DEILLIANNAU DYSGU

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

- Arddangos gwybodaeth a dealltwriaeth feirniadol o arloesedd, creadigrwydd a meddylfryd mentrus, gan gydnabod y gwerthoedd a'r cyfraniad mae creadigrwydd yn ei wneud er lles pawb.
- Ffurio, mynegi a chymhwyso meddwl creadigol o fewn cyd-destun seiliedig ar waith neu academiaidd i ddatblygu datrysiadau newydd a/neu greu gwerth.

CYNNWYS DANGOSOL

- Creadigrwydd mewn theori ac ymarfer.
- Creu gwerth mewn theori ac ymarfer.
- Arweinyddiaeth greadigol a moesegol: sgiliau a heriau.
- Ysgogi arloesedd a newid, yr unigolyn intrapreneuraidd ac entrepreneuraidd.
- Meddwl yn feirniadol, cywiro diffygion a datrys problemau, datblygu datrysiadau newydd.
- Casglu gwybodaeth ar gyfer ysbrydoliaeth, creu gweledigaeth a syniadaeth.
- Datblygu'r meddylfryd mentrus a yrrir gan ddata.
- Technolegau cyfoes: realiti rhithwir ac estynedig a deallusrwydd artiffisial i wella creadigrwydd ac arloesedd.
- Ymarferion rheoli amser ar gyfer meddylfryd entrepreneuraidd.
- Bod yn ddyfeisgar, o ran llwyddo i wneud y tro â llai o adnoddau.
- Myfyrio a hunan-fyfyrio.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portffolio o ymarferion gosod ar-lein	2,000 o eiriau neu gyfwerth	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad	2,000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSP5013C	
Teitl y Modwl	Ysgogwyr Newid: Creadigrwydd a Chreu Gwerth	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Hargreaves, J., and Page, L. (2013) <i>Reflective Practice</i> . (Key Themes in Health and Social Care Series). Polity Press.	☒
Hanfodol	Nardi, P.M. (2017) <i>Critical Thinking : Tools for Evaluating Research</i> . University of California Press	☒
Hanfodol	Westerman, G., Bonnet, D. and McAfee, A., <i>Leading Digital: Turning Technology Into Business Transformation</i> . (Audiobook) Recorded Books. 2017.	☒
Pellach	Schiuma, G. (2011) <i>Managing Knowledge Assets and Business Value Creation in Organizations : Measures and Dynamics</i> Hershey, Pa.: Business Reference Service.	☒

Pellach	Rescher, N. (2014). <i>A System of Pragmatic Idealism, Volume II The Validity of Values, A Normative Theory of Evaluative Rationality</i> (Princeton Legacy Library). Princeton: Princeton University Press.	☒
Pellach	Turner, E. (2020) <i>Be Less Zombie: How great companies create dynamic innovation, fearless leadership and passionate people</i> . John Wiley & Sons.	☒

Module Code	BMSP5014
Title	Changemakers: Building your Personal Brand for Sustainable Employment
Date	25/06/2020
Level	5
Credits	20
Pre-Requisites	none

AIM(S)

- To build the skills and competencies necessary for career resilience and professional development for the future work context.

LEARNING OUTCOMES

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

- Evaluate personal employability skills and their congruence with the skills required for professional practice in a real or simulated environment.
- Build a personal brand and promote a professional identity for a specific opportunity.

INDICATIVE CONTENT

- Analysing your employment sector in order to identify problems, gaps in the market and how you can add value for sustainable employability.
- Building your brand and promoting a professional identity through personal skills analysis and personal development planning.
- Contemporary technologies: developing an online personal presence (e.g. basic website building/social media/blogs/vlogs etc.).
- Search techniques for employment/self-employment opportunities.
- Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation).
- Collaboration, networking, building social capital, negotiation and influencing.
- Awareness, emotional intelligence, well-being and resilience.
- Ethics, values, diversity, inclusion, intercultural awareness and responsible stewardship: issues, challenges and actions.
- Cultural and linguistic expression.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	48	24%
Independent learning	152	76%
Placement learning		
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Online portfolio	2,000 words or equivalent	50%

Assessment Component 2 (Tick one)

☐ Written exam ☒ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Assignment	2,000 words or equivalent	50%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's subject area.

Module Code	BMSP5014	
Module Title	Changemakers: Building your Personal Brand for Sustainable Employment	
Classification	Reading List entry	Electronic*
Essential	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Essential	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Essential	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Essential	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Essential	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐

Essential	Well-being of Future Generations (Wales) Act 2015 (Online). Available at http://www.legislation.gov.uk/anaw/2015/2/contents/enacted	☒
Further	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Further	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Further	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Further	<i>Williams, B. (2020) Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Further	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Further	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

Cod y Modwl	BMSP5014C
Teitl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy
Dyddiad	25/06/2020
Lefel	5
Credydau	20
Rhagofynion	Dim

AMCAN(ION)

- Meithrin y sgiliau a'r cymwyseddau angenrheidiol ar gyfer gyrfa gadarn a datblygiad proffesiynol ar gyfer y cyd-destun gwaith yn y dyfodol.

DEILLIANNAU DYSGU

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

- Gwerthuso sgiliau cyflogadwyedd personol a'u cysondeb â'r sgiliau sydd eu hangen ar gyfer arfer proffesiynol mewn amgylchedd go iawn neu ffug.
- Adeiladu brand personol a hyrwyddo hunaniaeth broffesiynol ar gyfer cyfle penodol.

CYNNWYS DANGOSOL

- Dadansoddi eich sector cyflogaeth er mwyn nodi problemau, bylchau yn y farchnad a sut y gallwch ychwanegu gwerth ar gyfer cyflogadwyedd cynaliadwy.
- Adeiladu eich brand a hyrwyddo hunaniaeth broffesiynol trwy ddadansoddi sgiliau personol a chynllunio datblygiad personol.
- Technolegau cyfoes: datblygu presenoldeb personol ar-lein (e.e. adeiladu gwefan sylfaenol/cyfryngau cymdeithasol/blogiau/flogiau ac ati).
- Chwilio technegau ar gyfer cyfleoedd cyflogaeth/hunangyflogaeth.
- Mabwysiadu dulliau rheoli prosiect (diffinio'r broblem; pennu'r nodau a'r amcanion, cerrig milltir a monitro, gwerthuso).
- Cydweithio, rhwydweithio, adeiladu cyfalaf cymdeithasol, cyd-drafod a dylanwadu.
- Ymwybyddiaeth, deallusrwydd emosiynol, llesiant a chydnerthedd.
- Moeseg, gwerthoedd, amrywiaeth, cynhwysiant, ymwybyddiaeth ryngddiwylliannol a stiwardiaeth gyfrifol: ystyriaethau, heriau a gweithredoedd.
- Mynegiant diwylliannol ac ieithyddol.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	48	24%
Dysgu annibynnol	152	76%
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portfolio ar-lein	2,000 o eiriau neu gyfwerth	50%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☒ Ymarferol

Dull asesu	Maint	Pwysiad
Aseiniad	2,000 o eiriau neu gyfwerth	50%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan faes pwnc y myfyriwr.

Cod y Modwl	BMSP5014C	
Teitl y Modwl	Ysgogwyr Newid: Adeiladu eich Brand Personol ar gyfer Cyflogaeth Gynaliadwy	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Lock, D. (2018). <i>Project management</i> . Routledge	☒
Hanfodol	Dweck, C. (2017) <i>Mindset: Changing The Way You think To Fulfil Your Potential</i> . Robinson Publishers.	☒
Hanfodol	Griffith, B.A. (2014) <i>Working in Teams: Moving From High Potential to High Performance</i> . SAGE Publications Inc.	☒
Hanfodol	Baguley, P. (2003). <i>Teams and team-working</i> (New ed.). London: Teach Yourself.	☐
Hanfodol	Gensler, H. J. (2017). <i>Ethics : A contemporary introduction</i> (3 rd ed., Routledge contemporary introductions to philosophy). New York: Routledge.	☐
Hanfodol	Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (Ar-lein). Ar gael ar	☒

	http://www.legislation.gov.uk/cy/anaw/2015/2/contents/enacted/welsh	
Pellach	Smale, B. and Fowlie, J. (2015) <i>How to Succeed at University an Essential Guide to Academic Skills and Personal Development (2nd Ed.)</i> . Los Angeles, [Calif.]: SAGE Study Skills Ser. Web.	☒
Pellach	Phillips, S. (2014) <i>The complete guide to professional networking : the secrets of online and offline success</i> . London, England : Kogan Page	☒
Pellach	Snow, S. (2018) <i>Dream Teams: Working Together Without Falling Apart</i> . Piatkus.	☒
Pellach	Williams, B. (2020) <i>Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias</i> . Rockridge Press	☒
Pellach	Dawson, P. and Andriopoulos, C. (2017) <i>Managing Change, Creativity and Innovation</i> . SAGE Publications Ltd.	☒
Pellach	Clements, P., & Jones, J. (2008). <i>The diversity training handbook a practical guide to understanding & changing attitudes</i> (3rd ed.). London ; Philadelphia: Kogan Page.	☒

MODULE CODE: BMSP5002
TITLE: The Inter-cultural Workplace
DATED: 30/06/2017

LEVEL: 5
CREDITS: 20

JACS CODE: N600

AIM(S)

- To develop student awareness and critical understanding of issues relating to the inter-cultural workplace.
- To develop student knowledge and critical understanding of the strategic approaches organisations' take to attract, develop and retain key talent, in a way which supports the sustainability of the organisation.

LEARNING OUTCOMES

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

- critically assess the culture and context of an organisation within its broader environment;
- critically understand the business environment within which professionals work and critically analyse how the management of resourcing an organisation is influenced by internal and external factors.

INDICATIVE CONTENT

- Introduction to formal and informal relationships between people and departments in the workplace.
- Introduction to Managing People.
- The impact of the Internal and External Environment.
- Flexibility and agility.
- Organisational culture, ethos and values.
- Establishing a culture of sustainability within the workplace.
- Corporate social and environmental responsibility.
- Personal ethical standards, values and beliefs.
- Communication channels for sharing information and building relationships.
- Barriers to effective functioning in the organisation and ways to overcome them.

LEARNING AND TEACHING STRATEGY

Through selected readings, examples and digital resources, students will engage in individual and collaborative activities that will introduce, develop and support the analysis, discussion, critical reflection and practical application through a collaborative construction of understanding of shared experiences and concepts. Students will have practical engagement with learning technologies and research tools.

This module aims to develop the understanding and ability to effectively integrate into the modern inter-cultural workplace, including the knowledge and understanding of relevant issues. Sustainability issues within the context of the workplace will be highlighted, as sustainability is about balancing or harmonizing social, environmental and economic interests.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 60%

Coursework Written report (3000 words)

Using appropriate academic theories and models provide a critical assessment of the culture and context of an agreed organisation within its broader environment. You need to demonstrate a critical understanding of the wider business environment within which professionals work and analyse how the organisation is influenced by internal and external factors. You should provide a comprehensive piece of work which is not only underpinned by relevant facts published by the organisation, but also linked effectively to appropriate academic literature.

Assessment Component 2 – 40%

Practical Presentation (10 minutes)

Create and deliver a presentation within which you provide a critical reflection of your learning as a result of studying this module and provide a summary of the key aspects of the inter-cultural workplace.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	60%
Practical	40%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. This module aims to develop the understanding and ability to effectively integrate into the modern inter-cultural workplace, including the knowledge and understanding of relevant issues. Sustainability issues within the context of the workplace will be highlighted, as sustainability is about balancing or harmonizing social, environmental and economic interests. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

READING LIST

Module Code	BMSP5002	
Module Title	The Inter-Cultural Workplace	
Classification	Reading List entry	Electronic*
Essential	Enhert, I., Harry, W., & Zink, K. J. (eds.). (2014). Sustainability and Human Resource Management: Developing Sustainable Business Organizations. Springer.	☒
Essential	Exter, N. (2013). Employee engagement with sustainable business: How to change the world whilst keeping your day job. Routledge.	☐
Essential	Jürgen, R. (2015) A global view on intercultural management: challenges in a globalized world. Walter de Gruyter GmbH & Co KG.	☒
Essential	Kempster, S., & Carroll, B. (Eds.). (2016). Responsible leadership: realism and romanticism. Routledge.	☒
Essential	Moran, R. T., Abramson, N. R., & Moran, S. V. (2014). Managing cultural differences. Routledge.	☒
Essential	Taylor, S. and Woodhams, C. (2012). Managing People and Organisations. London: Chartered Institute of Personnel and Development.	☒
Further	Allen, D. and Bryant, P. (2012). Managing employee turnover: myths to dispel and strategies for effective management. New York, Business Expert Press.	☒
Further	Barber, A. (1998). Recruiting employees: individual and organizational perspectives. London: Sage.	☐
Further	Chanlat, Jean-François, C. and Eduardo Davel, E. and Dupuis, J-P. (2013). Cross-cultural management: culture and management across the world. Routledge.	☒
Further	Cook, M. (2009). Personnel selection: adding value through people. 5th ed. Chichester: Wiley.	☒
Further	Marchington, M. and Wilkinson, A. (2012). Human resource management at work. 5th ed. London: Chartered Institute of Personnel and Development.	☐

Module Code	BMSP5007
Title	Business Enquiry and Research
Date	30/06/2017
Level	5
Credits	20
Pre-Requisites	

AIM(S)

- To introduce students to the research process with specific reference to the development of an undergraduate research proposal.

LEARNING OUTCOMES

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

- undertake a critical examination of qualitative and quantitative research exercises;
- develop an undergraduate research proposal.

INDICATIVE CONTENT

In the context of rethinking business for a changing world:

- The importance of research, information sources and their quality, searching for information, literature reviews, citation and plagiarism.
- Research approaches and their location on a research continuum according to an ontological and epistemological context.
- Identifying research opportunities for an undergraduate research design.
- The importance and purpose of the critical literature review to a research project. Knowing what to include with a critical awareness of primary, secondary sources available.
- Qualitative methods: Data collection such as interviews, participative observation. Methodologies: Cases studies, grounded theory, hermeneutics, action research, phenomenology and ethnography.
- Quantitative methods: Data collection, survey design, descriptive and analytical statistical methods and use of appropriate statistical software such as SPSS and NVivo.
- The importance ethics and integrity in research
- Project planning and engagement

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical reflection	1500 words	30%

Assessment Component 2 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Critical reflection	1500 words	30%

Assessment Component 3 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Research proposal	2000 words	40%

Assessment Summary

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

INDICATIVE READING LIST

Module Code	BMSP5007	
Module Title	Business Inquiry and Research	
Classification	Reading List entry	Electronic*
Essential	Creswell, J. W. (2015). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage publications.	☒
Essential	Irving, S. (2013). <i>Interviewing as qualitative research: A guide for researchers in education and the social sciences</i> . Teachers college press.	☒
Essential	Oppenheim, A. N. (1992). <i>Questionnaire Design and Attitude Measurement</i> , London: Continuum.	☐
Essential	Päivi, E. and Kovalainen, A. (2015). <i>Qualitative Methods in Business Research: A Practical Guide to Social Research</i> . Sage.	☒
Essential	Sapsford, R. & Jupp, V. (2006). <i>Data Collection and Analysis</i> , London: SAGE/Open University Press..	☒
Further	Clegg, F. (1990). <i>Simple Statistics</i> , Cambridge: Cambridge University Press.	☐
Further	Gregory, I. (2003). <i>Ethics in Research</i> , London: Continuum,.	☒
Further	Kvale, S. & Brinkmann, S. (2008). <i>Interviews</i> , London, Sage, 2008.	☒
Further	McNiff, J. (2013). <i>Action Research</i> , 3 rd Ed, London, Routledge.	☒
Further	Moustakas, C. (1994). <i>Phenomenological Research Methods</i> , London, Sage.	☒
Further	Rowntree, D. (1988). <i>Statistics Without Tears: An Introduction for Non-Mathematicians</i> , London: Penguin.	☒
Further	Rudestam, E. and Newton, R. (2014). <i>Surviving your dissertation: A comprehensive guide to content and process</i> . Sage Publications.	☐

Côd y Modwl	BMSP5007C
Teitl	Ymholi ac Ymchwil Busnes
Dyddiad	30/06/2017
Lefel	5
Credydau	20
Rhagofynion	

AMCAN(ION)

- Cyflwyno myfyrwyr i'r broses ymchwilio gyda chyfeiriad penodol at ddatblygu cynnig ymchwil israddedig.

DEILLIANNAU DYSGU

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

- cynnal ymchwiliad beirniadol i ymarferion ymchwil ansoddol a meintiol;
- datblygu cynnig ymchwil israddedig.

CYNNWYS DANGOSOL

Yng nghyd-destun ailfeddwl busnes ar gyfer byd sy'n newid:

- Pwysigrwydd ymchwil, ffynonellau gwybodaeth a'u hansawdd, gan chwilio am wybodaeth, adolygiadau ar y llenyddiaeth, dyfynnu a llên-ladrad.
- Ymagweddau ymchwil a'u lleoliad ar gontinwrm ymchwil yn ôl cyd-desun ontolegol ac epistemolegol.
- Nodi cyfleoedd ymchwil ar gyfer dyluniad ymchwil israddedig.
- Pwysigrwydd a phwrpas adolygiad beirniadol ar y llenyddiaeth i brosiect ymchwil. Gwybod beth i'w gynnwys gydag ymwybyddiaeth feirniadol o'r ffynonellau gwreiddiol, eilaidd sydd ar gael.
- Dulliau ansoddol: Casglu data megis cyfweiliadau, arsylwi cyfranogol. Methodolegau: Astudiaethau achos, damcaniaeth a ddaearwyd, hermeniwteg, ymchwil gweithredol, ffenomenoleg ac ethnograffeg.
- Dulliau ansoddol: Casglu data, dylunio arolygon, dulliau disgrifiadol a dadansoddol a defnyddio meddalwedd ystadegol briodol.
- Pwysigrwydd moeseg ac uniondeb mewn ymchwil
- Cynllunio prosiectau ac ymgysylltu

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgarwch	Oriau	Canran
Dysgu wedi'i amserlennu	40	20%
Dysgu'n annibynnol	160	80%
Dysgu drwy leoliadau	0	0%
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Adfyfrio'n feiniadol	1500 o eiriau	30%

Elfen Asesu 2 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Adfyfrio'n feiniadol	1500 o eiriau	30%

Elfen Asesu 3 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Cynnig ymchwil	2000 o eiriau	40%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Cod y Modwl	BMSP5007C	
Teitl Modwl	Ymholi ac Ymchwil Busnes	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Creswell, J. W. (2015). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage publications.	☒
Hanfodol	Irving, S. (2013). <i>Interviewing as qualitative research: A guide for researchers in education and the social sciences</i> . Teachers college press.	☒
Hanfodol	Oppenheim, A. N. (1992). <i>Questionnaire Design and Attitude Measurement</i> , London: Continuum.	☐
Hanfodol	Päivi, E. and Kovalainen, A. (2015). <i>Qualitative Methods in Business Research: A Practical Guide to Social Research</i> . Sage.	☒
Hanfodol	Sapsford, R. & Jupp, V. (2006). <i>Data Collection and Analysis</i> , London: SAGE/Open University Press..	☒
Pellach	Clegg, F. (1990). <i>Simple Statistics</i> , Cambridge: Cambridge University Press.	☐
Pellach	Gregory, I. (2003). <i>Ethics in Research</i> , London: Continuum,.	☒
Pellach	Kvale, S. & Brinkmann, S. (2008). <i>Interviews</i> , London, Sage, 2008.	☒
Pellach	McNiff, J. (2013). <i>Action Research</i> , 3 rd Ed, London, Routledge.	☒
Pellach	Moustakas, C. (1994). <i>Phenomenological Research Methods</i> , London, Sage.	☒
Pellach	Rowntree, D. (1988). <i>Statistics Without Tears: An Introduction for Non-Mathematicians</i> , London: Penguin.	☒
Pellach	Rudestam, E. and Newton, R. (2014). <i>Surviving your dissertation: A comprehensive guide to content and process</i> . Sage Publications.	☐

MODULE CODE: BMSP5001
TITLE: Technological Change and Innovation
DATED: 30/06/2017

LEVEL: 5
CREDITS: 20

JACS CODE: N200

AIM(S)

- To engage students in a critical discussion of the relationship between technology, innovation and global cultural change.

LEARNING OUTCOMES

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

- critically evaluate the relationship between technology and economic, social and cultural change in time and space;
- critically discuss the nature of innovation and its role in developing sustainable business practice.

INDICATIVE CONTENT

- Historical perspectives on the role of technology in stimulating cultural change e.g. Kondratiev, Schumpeter.
- Models of technological change – disruption.
- Developments in technology, innovation and sustainable management, the development of sustainable technologies.
- Technology transfer: the innovation process, invention, innovation and diffusion.
- The role of technological change and innovation for a zero carbon future.
- Eco-innovation activity: government action, altruism and service as a commodity.
- Funding for innovation and technology transfer.

LEARNING AND TEACHING STRATEGY

Through involvement with selected readings, examples and digital and traditional resources, students will engage in individual and collaborative activities that will introduce, develop and support their experience of analysis, discussion, critical reflection and practical application towards a construction of personal critical understanding.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 40%

Coursework Essay (2,000 words).

Exemplar:

Critically engage with the role of technology and innovation in the human development of societies and economies

Assessment Component 2 – 60%

Coursework Report (3,000 words).

Select an industry (e.g. agriculture, tourism, energy, transportation, manufacturing, financial services) and propose a technological innovation plan for sustainability in a context of your choice.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): This module engages students in discussion which is viewed through a sustainability lens. Topics will take account of social, economic and environmental considerations relevant to contemporary themes in business. Students will critically evaluate the role of technology and innovation in contributing to a sustainable future.	

READING LIST

Module Code	BMSP5001	
Module Title	Technological Change and Innovation	
Classification	Reading List entry	Electronic*
Essential	Baldwin, R. (2016). The Great Convergence: Information Technology and the New Globalization. Harvard University Press.	☐
Essential	Erixon, F. and Weigel, B. (2016). The Innovation Illusion: How So Little is Created by So Many Working So Hard Yale University Press.	☐
Essential	Lin, C.A., and David J.A, eds. (2014). Communication technology and social change: Theory and implications. Routledge.	☒
Essential	Narula, R. (2014). Globalization and technology: Interdependence, innovation systems and industrial policy. John Wiley & Sons.	☒
Essential	Yearley, S. (2014). Science, Technology, and Social Change (Routledge Revivals). Routledge.	☒
Further	Castells, M. (2002). The Internet galaxy: Reflections on the Internet, business, and society. Oxford University Press on Demand.	☒
Further	Boons, F. and Florian, L. (2013). "Business models for sustainable innovation: state-of-the-art and steps towards a research agenda." Journal of Cleaner Production 45 9-19.	☒
Further	Chesbrough, H. (2013). Open business models: How to thrive in the new innovation landscape. Harvard Business Press.	☒
Further	De Medeiros, J. et al. (2014). "Success factors for environmentally sustainable product innovation: a systematic literature review." Journal of Cleaner Production 65 76-86.	☒
Further	Drucker, P. (2014). Innovation and entrepreneurship. Routledge.	☒
Further	Ellis, R. and Goodyear, P. (2013). Students' experiences of e-learning in higher education: the ecology of sustainable innovation. Routledge.	☒
Further	McLuhan, M., Gordon, W. T., Lamberti, E., & Scheffel-Dunand, D. (2011). The Gutenberg Galaxy: The making of typographic man. University of Toronto Press.	☐
Further	McLuhan, M., & McLuhan, E. (1992). Laws of media: The new science. University of Toronto Press.	☐
Further	Santacreu, A. (2015). "Innovation, diffusion, and trade: Theory and measurement." Journal of Monetary Economics 75: 1-20.	☒
Further	Smith, A. et al. (2014). "Grassroots innovation movements: challenges and contributions." Journal of Cleaner Production 63 114-124.	☒

MODULE CODE: BMSP5003
TITLE: Social and Ethical Marketing
DATED: 30/06/2017

LEVEL: 5
CREDITS: 20

JACS CODE: N500

AIM(S)

- To investigate current activities and trends in social and ethical marketing, and how marketing frameworks, concepts and techniques can be applied to the solution of social problems.

LEARNING OUTCOMES

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

- assess the development of marketing in creating value in a social context;
- identify relevant stakeholders and assess their impact on the marketing activities of the organisation.
- critically understand marketing processes, concepts and techniques and their application and use. including the role of the marketing mix, the marketing environment, marketing ethics.

INDICATIVE CONTENT

- The Marketing Concept and Social Marketing.
- Marketing Past, Present and Future.
- Customers and other stakeholders.
- Marketing Strategy and Planning.
- Macro and Micro Environment.
- Segmentation, Targeting and positioning.
- The Marketing Mix and 7 P's.
- Making Ethical Decisions in Marketing.

LEARNING AND TEACHING STRATEGY

Through selected readings, examples and digital resources, students will engage in individual and collaborative activities. These will introduce, develop and support the analysis, discussion, critical reflection and practical application through a collaborative construction of understanding of shared experiences and concepts. Students will have practical engagement with learning technologies, research tools and participation in global digital projects and communities.

Allocation of teaching to deliver the module is:

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

Assessment Component 1 – 50%

Coursework Essay (2,500 words)

Exemplar

In an industry sector of your choice, write an academic essay titled ‘The relevance of Social and Ethical Marketing Issues’. (The industry sector or topic must be agreed by your module tutor before you start). You should define the marketing concept using your own words, comparing it to other business philosophies (e.g. the product concept, the sales concept, the production concept). Explain the role and impact of social marketing in your chosen context. You should use suitable academic theory and relevant industry examples to support your discussion and analysis.

Assessment Component 2 – 50%

Practical Presentation (15 minutes)

You are required to produce an Implementation Plan for a Social Marketing campaign of your choice. You should describe the social issue that the campaign is addressing; the target audience; the communications plan; the budget; the intended outcomes e.g. how will success be measured? The plan should be explained in a 15-minute presentation on a date to be specified.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes ✓
If yes please provide brief details (no more than 100 words): The module will engage students in discussions viewed through a sustainability lens. Topics will take account of social, economic and environmental considerations relevant to contemporary themes in marketing.	

READING LIST

Module Code	BMSP5003	
Module Title	Social and Ethical Marketing	
Classification	Reading List entry	Electronic*
Essential	Kotler P., Lee, N. R. (2015). 'Social Marketing: Changing Behaviours for Good', Sage 5th ed.	☐
Essential	Last, A. (2016). Business on a Mission: How to Build a Sustainable Brand. Greenleaf.	☐
Essential	Murphy, P. E., Laczniak, G. R., & Harris, F. (2016). Ethics in marketing: International cases and perspectives	☐
Further	Baines, P., Fill, C., & Page, K. (2014). Marketing. Oxford, 3rd ed.	☐
Further	Eagle, L., Dahl, S., Hill, S., Bird, S., Sportwood, F., Tapp, A. (2012). 'Social Marketing', Pearson	☐
Further	Hastings, G., & Domegan, C. (2013). Social marketing: From tunes to symphonies.	☒
Further	Jobber, D. & Fahy, J. (2015). Foundations of Marketing, McGraw Hill.	☒
Further	Jobber, D. (2016). Principles and Practice of Marketing, McGraw Hill 8th ed.	☐
Further	Murphy, P. E., & Sherry Jr, J. F. (2014). Marketing and the common good: Essays from Notre Dame on Societal Impact.	☐

MODULE CODE: BMSP5004
TITLE: Managing Digital Identities
DATED: 30/06/2017

LEVEL: 5
CREDITS: 20

JACS CODE: N200

AIM(S)

- To develop student's awareness and understanding of what digital identity is and how it represents individuals online.
- To provide students with a sound understanding of how digital identity is represented legally and awareness of security issues surrounding it, and methods to protect their identities.

LEARNING OUTCOMES

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

- conceptually understand digital identity; describe and critically evaluate how a digital identity develops online;
- critically appraise how the legal system hinders and protects one's digital identity.
- evaluate the risks to one's digital identity and identify measures that can be taken to protect it and the implications for business

INDICATIVE CONTENT

- An Introduction of what a digital identity is.
- Management of one's digital identity across multiple platforms.
- Cultural Dynamics of Online Identity.
- Identity, Trust and Authenticity in Social Networks.
- Digital identity vulnerabilities inherent in the development of a digital identity.
- Digital identity consequential rights stemming from legality.
- Risk management used to secure one's digital identity.
- Analysis of Digital identity protection techniques and methods that can be used to secure digital identities and the implications for business

LEARNING AND TEACHING STRATEGY

A mix of scheduled seminars, tutorials and workshops will be utilized to allow both a didactic and interactive learning experience for the student. In tutorials and workshops, students will work in groups and expand discussions in areas that are relevant to the opportunities and ideas that are being developed.

Allocation of teaching to deliver the module are:

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

ASSESSMENT

Assessment Component 1 – 50%

Coursework Essay (2000 words)

Example – exploration of how a digital identity develops across multiple platforms and how it represents you to differing groups and implications that stem from this and the possible hypothetical consequences.

Assessment Component 2 – 50%

Report (2000 words)

Example - Write a reflective report that describes the process of evaluating, designing, planning and implementing a strategy to secure one's digital identity and recommendations for improvements.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	YES
If yes provide brief details (no more than 100 words):	
Students will critically evaluate the issues surrounding digital identity and the impact it has on security and sustainability of both the local and global environments, people and economies.	

READING LIST

Module Code	BMSP5004	
Module Title	Managing Digital Identities	
Classification	Reading List entry	Electronic*
Essential	Laurent, M & Bouzefrane, (2015). Digital Identity Management: Elsevier.	☒
Essential	Sullivan, C. (2011). Digital identity: University of Adelaide press	☒
Essential	Birch, D. (2014). Identity Is the New Money (Perspectives): London Publishing Partnership	☒
Further	Windley, P. (2005). Digital Identity Unmasking Identity Management Architecture (IMA): Safari	☒
Further	Warburton, S. & Hatzipanagos, S. (2012). Digital Identity and Social Media: IGI Global	☒
Further	Birch, D. (2007). Digital Identity Management Technological, Business and Social Implications: Routledge	☒
Further	Takahashi, K. (2011). Identity Management: Concepts, Technologies, and Systems (Information Security & Privacy): Artech House Publishers	☒
Further	Osmanoglu, E. (2013). Identity and Access Management: Syngress	☒
Further	Zhao, S., Grasmuck, S. and Martin, J. (2008). 'Identity construction on Facebook: Digital empowerment in anchored relationships', Computers in Human Behavior, 24(5), pp. 1816–1836.	☒

MODULE CODE: BMSP5009
TITLE: Rural Business and Diversification
DATED: 30/06/2017

LEVEL: 5
CREDITS: 20

JACS CODE: N200

AIM(S)

- To provide students with an overview of the particular nature of rural business.
- To enable students to contribute to the socio-economic development of rural areas.

LEARNING OUTCOMES

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

- identify the distinctive characteristics of rural business;
- critically analyse the challenges facing rural business;
- evaluate solutions in the form of diversification and alternative approaches to established aspects of rural business.

INDICATIVE CONTENT

- Farming as the pivotal business of rural communities.
- Rural environmental issues explored e.g. carrying capacity, landscape management and rural biodiversity;
- SMEs in a rural setting;
- Tourism and the rural economy;
- Emerging challenges particularly the changing political climate;
- On-going challenges regarding infrastructure and technology;
- Potential solutions including ways of working e.g. collaborative working and product positioning e.g. premium branding;
- Future-proofing rural enterprise.

LEARNING AND TEACHING STRATEGY

Through selected experiences and resources, students will engage in original and collaborative activities which will build on their knowledge and develop their skills. Emphasis will be on flipped learning.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Coursework Report (2,500 words).

Students will be required report on a visit to a local farm and critically examine its main business outputs.

Assessment Component 2 – 50%

Coursework Assignment (2,500 words).

Students will be required to analyse the socio-economy of a local rural community and make recommendations regarding future proofing.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Rural communities are, in many ways, the gatekeepers of sustainable development; and so ESD is central to this module.	

READING LIST

Module Code	BMSP5009	
Module Title	Rural Business and Diversification	
Classification	Reading List entry	Electronic*
Essential	Clark, S. (ed.) (2016). Sustainable Agriculture - Beyond Organic Farming. MDPI AG.	☒
Essential	Carter, S. and Jones-Evans, D. (2012). Enterprise and Small Business: Principles, Practice and Policy. 3rd edn. Harlow: Pearson.	☐
Further	Dasher, C. (2014). Rural Tourism: an International Perspective. Cambridge: Cambridge Scholars Publishing.	☒

Further	Milbourne, P. (ed.) (2011). Rural Wales in the Twenty First Century: Society, Economy and Environment. Cardiff: University of Wales.	☒
Further	Nuthall P.L. (2016). Farm Business Management: The Fundamentals of Good Practice. Wallingford: CABI.	☒
Further	Oriade, A. and Robinson P. (2017). Rural Tourism and Enterprise. Wallingford: CABI.	☐
Further	Wiggins, S. (2014). Rural Non-farm Economy: Current Understandings, Policy Options and Future Possibilities. Oxford: Oxford University Press.	☐

COD Y MODWL: BMSP5009C
TEITL: Busnes Gwledig ac Arallgyfeirio
DYDDIAD: 30/06/2017

LEFEL: 5
CREDYDAU: 20

COD JACS: N200

AMCAN(ION)

- Darparu trosolwg o natur arbennig busnes gwledig ar gyfer y myfyrwyr.
- Galluogi myfyrwyr i gyfrannu i ddatblygiad economaidd-gymdeithasol ardaloedd gwledig.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu dangos y gallu i:

- ddynodi nodweddion unigryw busnes gwledig;
- dadansoddi'n feirniadol yr heriau sy'n wynebu busnes gwledig;
- gwerthuso atebion ar ffurf arallgyfeirio a dulliau amgen yng nghyswllt agweddau sefydledig ar fusnes gwledig.

CYNNWYS DANGOSOL

- Ffermio fel busnes canolog cymunedau gwledig.
- BBaChau mewn lleoliad gwledig.
- twristiaeth a'r economi wledig.
- heriau datblygol yn enwedig yr hinsawdd wleidyddol newidiol.
- heriau parhaus yn gysylltiedig â seilwaith a thechnoleg.
- atebion posibl yn cynnwys ffyrdd o weithio e.e. gweithio cydweithredol a chyflwyno cynnyrch yn y ffordd orau e.e. brandio premiwm.
- diogelu mentrau gwledig at y dyfodol.

STRATEGAETH DYSGU AC ADDYSGU

Drwy brofiadau ac adnoddau dethol, bydd myfyrwyr yn ymgymryd â gweithgareddau gwreiddiol a chydweithredol a fydd yn adeiladu ar eu gwybodaeth ac yn datblygu eu sgiliau. Bydd pwyslais ar drosi'r dysgu yn y dosbarth.

Dyrennir yr addysgu i gyflwyno'r modwl yn y modd hwn:

Math o weithgarwch	Oriau	Canran
Dysgu ar yr amserlen	40	20
Dysgu'n annibynnol	160	80
Dysgu drwy leoliadau		
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 - 50%

Adroddiad (2,500 o eiriau).

Bydd yn ofynnol i fyfyrwyr roi adroddiad ar ymweliad â fferm leol ac archwilio'i phrif gynhyrchion busnes yn feiriadol.

Elfen Asesu 2 - 50%

Aseiniad (2,500 o eiriau).

Bydd yn ofynnol i fyfyrwyr ddadansoddi economi gymdeithasol cymuned wledig leol a gwneud argymhellion ynghylch ei diogelu at y dyfodol.

Crynodeb o'r Asesiad

Math o weithgarwch	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

ADDYSG AR GYFER DATBLYGU CYNALIADWY (ADC)

Ydy'r modwl yn cyfrannu at ADC?	Ydy
Os ydy, rhowch fanylion yn gryno (dim mwy na 100 o eiriau): ar sawl ystyr cymunedau gwledig yw ceidwaid datblygu cynaliadwy; ac felly mae ADC yn ganolog i'r modwl hwn.	

RHESTR DDARLLEN

Cod y Modwl	BMSP5009C	
Teitl Modwl	Busnes Gwledig ac Arallgyfeirio	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Clark, S. (ed.) (2016). Sustainable Agriculture - Beyond Organic Farming. MDPI AG.	☒
Hanfodol	Carter, S. and Jones-Evans, D. (2012). Enterprise and Small Business: Principles, Practice and Policy. 3rd edn. Harlow: Pearson.	☐
Pellach	Dasher, C. (2014). Rural Tourism: an International Perspective. Cambridge: Cambridge Scholars Publishing.	☒

Pellach	Milbourne, P. (ed.) (2011). Rural Wales in the Twenty First Century: Society, Economy and Environment. Cardiff: University of Wales.	☒
Pellach	Nuthall P.L. (2016). Farm Business Management: The Fundamentals of Good Practice. Wallingford: CABI.	☒
Pellach	Oriade, A. and Robinson P. (2017). Rural Tourism and Enterprise. Wallingford: CABI.	☐
Pellach	Wiggins, S. (2014). Rural Non-farm Economy: Current Understandings, Policy Options and Future Possibilities. Oxford: Oxford University Press.	☐

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

LEVEL: 5
CREDITS: 60

JACS CODE: N200

AIM(S)

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

LEARNING OUTCOMES

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

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

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

INDICATIVE CONTENT

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

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

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

Pre-International Independent Study Abroad Phase

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

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

In consultation with the tutor the student will negotiate:

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

International Independent Study Abroad Phase

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

Post-placement phase

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

LEARNING AND TEACHING STRATEGY

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

The study time for the module is divided as follows:

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

ASSESSMENT

Assessment Component 1 (*Tick one*)

☐ Written exam ☒ Coursework ☐ Practical

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

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	
Practical	
TOTAL	100%

READING LIST

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

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

Module Code	BMSP6012
Title	Independent Project
Date	25/06/2020
Level	6
Credits	40
Pre-Requisites	None

AIM(S)

- To develop the ability of students to engage critically and innovatively with theory and/or practice relevant to their studied subject areas in order to produce a discipline specific in-depth project.

LEARNING OUTCOMES

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

- Demonstrate intellectual skills in the identification of an appropriate topic, problem or challenge for investigation pertinent to their field of study and formulate a suitable plan for further research utilising relevant investigative methods in order to produce a response.
- Evidence in-depth knowledge and critical understanding of principles necessary to underpin their education within their chosen field of study and problem solving techniques applicable to this.
- Evidence independence of thought and critical evaluation in the production of an independent piece of work, demonstrating transferable skills through exercising initiative and personal responsibility in planning own learning and self-management.
- Organise their knowledge and learning through use of a range of media, and present their work appropriately in a manner that can be understood by specialist and non-specialist audiences.

INDICATIVE CONTENT

- Research paradigms, methods, and techniques of research and enquiry.
- Conducting and writing literature reviews.
- Ethical concerns and the research process.
- Resource, project, and skills management processes and techniques.
- Presenting and illustrating data and information.
- Communication of general, specialist, technical ideas and results.
- Problem solving, creative, entrepreneurial thinking and approaches.
- Collaboration, adaptability and reflection.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	36	9%
Independent learning	364	91%
Placement learning		
TOTAL	400	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Portfolio	Minimum of 3 elements (equivalent to 10,000 words)	100%

Assessment Summary

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

INDICATIVE READING LIST

This will be guided by the student's individual project.

Module Code	BMSP6012	
Module Title	Independent Project	
Classification	Reading List entry	Electronic*
Essential	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability</i> , 3 rd edition, Palgrave. London.	☒
Essential	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Essential	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Further	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Further	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Further	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Further	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education</i> , 8 th edition London: Routledge.	☒

Further	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Further	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Further	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Further	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Further	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Further	Obschonka, M., Hakkarainen, K., Lonka, K. <i>et al.</i> Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Further	https://ec.europa.eu/jrc/en/entrecomp	☒

Cod y Modwl	BMSP6012C
Teitl	Prosiect Annibynnol
Dyddiad	25/06/2020
Lefel	6
Credydau	40
Rhagofynion	Dim

AMCAN(ION)

- Datblygu gallu myfyrwyr i fynd i'r afael yn feirniadol ac yn arloesol â theori a/neu arfer sy'n berthnasol i'r meysydd pwnc a astudir ganddynt er mwyn llunio prosiect manwl sy'n benodol i'w disgyblaeth.

DEILLIANNAU DYSGU

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

- Arddangos sgiliau deallusol wrth ddynodi pwnc, problem neu her briodol i'w harchwilio sy'n berthnasol i'w maes astudio a ffurfio cynllun addas i'w ymchwilio ymhellach gan ddefnyddio dulliau archwiliadol perthnasol er mwyn llunio ymateb.
- Dangos gwybodaeth fanwl a dealltwriaeth feirniadol o'r egwyddorion sy'n angenrheidiol i ategu eu haddysg o fewn eu maes astudio dewisol a thechnegau datrys problemau sy'n berthnasol i hyn.
- Dangos meddwl annibynnol a gwerthuso beirniadol wrth lunio darn o waith annibynnol, gan arddangos sgiliau trosglwyddadwy trwy ddefnyddio menter a chyfrifoldeb personol wrth gynllunio eu dysgu eu hunain a'u hunanreolaeth.
- Trefnu eu gwybodaeth a'u dysgu trwy ddefnyddio amrywiaeth o gyfryngau, a chyflwyno'u gwaith yn briodol mewn ffordd sy'n ddealladwy i gynulleidfaoedd arbenigol ac anarbenigol.

CYNNWYS DANGOSOL

- Paradeimau ymchwil, dulliau, a thechnegau ymchwil ac ymholi.
- Cynnal ac ysgrifennu adolygiadau llenyddiaeth.
- Pryderon moesegol a'r broses ymchwil.
- Prosesau a thechnegau rheoli adnoddau, prosiectau a sgiliau.
- Cyflwyno a darlunio data a gwybodaeth.
- Cyfathrebu syniadau a chanlyniadau cyffredinol, arbenigol, technegol.
- Datrys problemau, a meddwl a dulliau creadigol ac entrepreneuriaidd.
- Cydweithio, addasu a myfyrio.

Dyraniad Amser Astudio

Mae'r amser astudio ar gyfer y modwl wedi ei rannu fel a ganlyn:

Math o weithgaredd	Oriau	Canran
Dysgu wedi'i amserlennu	36	9%
Dysgu annibynnol	364	91%
Dysgu drwy leoliadau		
CYFANSWM	400	100%

ASESU

Elfen Asesu 1 (*Ticiwch un*)

☐ Arholiad ysgrifenedig ☒ Gwaith cwrs ☐ Ymarferol

Dull asesu	Maint	Pwysiad
Portfolio	O leiaf 3 elfen (cyfwerth â 10,000 o eiriau)	100%

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	
Gwaith cwrs	100%
Ymarferol	
CYFANSWM	100%

RHESTR DDARLLEN DDANGOSOL

Bydd y rhestr yn cael ei llywio gan brosiect unigol y myfyriwr.

Cod y Modwl	BMSP6012C	
Teitl y Modwl	Prosiect Annibynnol	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Cottrell S, (2015) <i>Skills for Success Personal Development and Employability, 3rd edition</i> , Palgrave. London.	☒
Hanfodol	ASET, 2013 <i>Good Practice Guide for Workbased Learning and Placement Learning in Higher Education</i>	☒
Hanfodol	Gray, D.E. (2018) <i>Doing Real World Research</i> , London: SAGE.	☐
Pellach	Gallagher K, (2016) <i>Essential Study and Employment Skills For Business and Management Students</i> , Oxford	☐
Pellach	Gottschall, Jonathan (2013), <i>The Storytelling Animal: How Stories Make Us Human</i> , Houghton Mifflin	☐
Pellach	Storr, Will (2020), <i>The Science of Storytelling</i> , William Collins	☐
Pellach	Cohen, L. Manion, L. and Morrison, K. (2017) <i>Research Methods in Education, 8th edition</i> London: Routledge.	☒

Pellach	Flick, U. (2014) <i>An Introduction to Qualitative Research</i> , London: SAGE.	☐
Pellach	Aubrey, K. & Riley, A. (2017) <i>Understanding and Using Challenging Education Theories</i> , London: SAGE.	☒
Pellach	Brinkmann, S. and Kvale, S. (2018) <i>Doing Interviews (Qualitative Research Kit)</i> . Sage	☐
Pellach	Gibbs, G. (2018) <i>Analysing Qualitative Data (Qualitative Research Kit)</i> . Sage	☒
Pellach	Creswell, J. W. (2012). <i>Qualitative inquiry and research design: Choosing among five approaches</i> . Sage	☐
Pellach	Obschonka, M., Hakkarainen, K., Lonka, K. et al. Entrepreneurship as a twenty-first century skill: entrepreneurial alertness and intention in the transition to adulthood. <i>Small Bus Econ</i> 48 , 487–501 (2017). https://doi.org/10.1007/s11187-016-9798-6	☒
Pellach	https://ec.europa.eu/jrc/en/entrecomp	☒

MODULE CODE: BMSP6001
TITLE: Globally Responsible Business
DATED: 30/06/2017

LEVEL: 6
CREDITS: 20

JACS CODE: N200

AIM(S)

- To explore the challenges involved in becoming an ethical, sustainable and globally responsible business.

LEARNING OUTCOMES

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

- systematically evaluate approaches to responsibility in business;
- research, critically analyse and propose solutions to ethical challenges in different organisations.

INDICATIVE CONTENT

- Discussion and evaluation of forms of responsibility in business - sustainable business, carbon zero business, ethical business, social business, Fair Trade, Corporate Social Responsibility.
- Transformation processes taking place during the exchange between business, nature and society.
- Sustainable consumption, the modern consumer and its impact on society and the wider environment.
- Systems of legal regulatory, environmental and social norms and standards, the triple bottom line and how organisations report sustainability.
- Corporate Social Responsibility; definitions, in practice, organisations responsibilities, governance and management of externality, stakeholder theory.
- Normative and contemporary ethical theories such as egoism, utilitarianism, deontology, virtue ethics and feminist ethics.
- Sustainable development: global, national and local issues. Analysis of the changing demands of markets, society, government and wider stakeholders and organisational goals and responses. Evaluation of governmental initiatives.

LEARNING AND TEACHING STRATEGY

Through selected readings, case studies and digital resources, students will engage in individual and collaborative activities that will introduce, develop and support the analysis, discussion, critical reflection and practical application through a collaborative construction of understanding of shared experiences and concepts.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Coursework Essay (2,500 words).

'Business social responsibility should not be coerced; it is a voluntary decision that the entrepreneurial leadership of every company must make on its own.'
John Mackey, Whole Foods Market CEO

Drawing from relevant theory on business ethics and using contemporary examples critically analyse the extent to which you agree with John Mackey's viewpoint.

Assessment Component 2 – 50%

Coursework Investigation (2,500 words).

Select a business or organisation and critically analyse its local and global responsibility from socio-cultural, environmental and economic perspectives.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): This module engages students in discussion which is viewed through a sustainability lens. Topics will take account of social, economic and environmental considerations relevant to contemporary themes in business. Students will critically evaluate contemporary issues and their impact on both local and global environments, people and economies.	

READING LIST

Module Code	BMSP6001	
Module Title	Globally Responsible Business	
Classification	Reading List entry	Electronic*
Essential	Crane, A., & Matten, D. (2016). Business ethics: Managing corporate citizenship and sustainability in the age of globalization. Oxford University Press.	☐
Essential	Dempsey, A (2013) Evolutions in corporate governance towards an ethical framework for business conduct Sheffield: Greenleaf Pub.	☐
Essential	Øyvind, K. (2015). Moral Reasoning at Work: Rethinking Ethics in Organizations Kvalnes, Palgrave Macmillan.	☐
Further	Barkemeyer, R., Holt, D., Preuss, L. and Tsang, S., (2014). What happened to the 'development' in sustainable development? Business guidelines two decades after Brundtland. <i>Sustainable Development</i> , 22(1), pp.15-32.	☒
Further	Chernev, A. and Blair, S. (2015). Doing well by doing good: The benevolent halo of corporate social responsibility. <i>Journal of Consumer Research</i> , 41(6), pp.1412-1425.	☒
Further	Chin, M.K., Hambrick, D.C. and Treviño, L.K. (2013). Political ideologies of CEOs: The influence of executives' values on corporate social responsibility. <i>Administrative Science Quarterly</i> , 58(2), pp.197-232.	☒
Further	Christensen, L.J., Mackey, A. and Whetten, D. (2014). Taking responsibility for corporate social responsibility: The role of leaders in creating, implementing, sustaining, or avoiding socially responsible firm behaviors. <i>The Academy of Management Perspectives</i> , 28(2), pp.164-178.	☒
Further	Dentchev, N., Baumgartner, R., Dieleman, H., Jóhannsdóttir, L., Jonker, J., Nyberg, T., Rauter, R., Rosano, M., Snihur, Y., Tang, X. and van Hoof, B. (2015). Embracing the variety of sustainable business models: Social entrepreneurship, corporate intrapreneurship, creativity, innovation, and other approaches to sustainability challenges. <i>J. Clean. Prod</i> , 113, pp.1-4.	☒
Further	Visser, W. (2011). The age of responsibility: CSR 2.0 and the new DNA of business. John Wiley & Sons.	☐

MODULE CODE: BMSP6006
TITLE: Strategies for Resilience and Prosperity
DATED: 30/06/2017

LEVEL: 6
CREDITS: 20

JACS CODE: N200

AIM(S)

- To develop an understanding of how strategic management principles can be used to develop ethical, resilient and prosperous organisations.

LEARNING OUTCOMES

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

- critically appraise an organisation's strategic direction;
- critically analyse the components of an organisation's internal and external environment;
- formulate new strategies for the changing nature of business.

INDICATIVE CONTENT

- Strategic management in changing contexts; Corporate level strategy and business level strategy and demonstrating appropriate resilience in the face of change.
- Strategic management in practice; to include the strategic position, strategic choices and sustainable thinking; strategy into action and development processes.
- Strategic analysis; to include macro environment analysis using PEST and other frameworks, five forces framework, defining strategic groups and critical success factors.
- Resource, competence and strategic capability. The strategic importance of resources, core competences and organisation capabilities. Using SWOT, and TOWS matrix.
- Stakeholder expectation and organisational purpose; to include the importance of governance, stakeholder mapping and ethical issues and their impact on strategic development.
- 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 the various strategic development methods available to organisations (internal, acquisition and alliance).

LEARNING AND TEACHING STRATEGY

Through selected readings, examples and digital resources, students will engage in individual and collaborative activities that will introduce, develop and support the analysis, discussion, critical reflection and practical application through a collaborative construction of understanding of shared experiences and concepts. Students will have practical engagement with learning technologies, research tools and participation in global digital projects and communities.

A wider view of strategic management includes not just the economic impact, but environmental and social impacts. This module aims to develop a holistic understanding of organisations strategic direction through their interactions with the internal and external environment. Consideration will be given to new strategies for sustainable growth.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 60%

Coursework Written Report (2,500 words)

Please prepare a report of 2,500 words which fully addresses the following brief:

Using appropriate academic theories and models prepare a full analysis of the internal and external environment of a specific organisation, which demonstrate aspects of sustainability and resilience. This should be selected by you with agreement with your module tutor. Please note that you must agree your selection with your module leader before you start working on the analysis of the organisation. Your analysis should be based on the use of relevant academic models and theories and include a stakeholder analysis. You need to provide a comprehensive and critically reflective piece of work which is not only underpinned by relevant facts which have been publicised about the selected organisation, but also linked effectively to appropriate academic literature.

Assessment Component 2 – 40%

Practical Presentation (10 minutes)

Please prepare a 10 minute presentation which presents a new strategy which is based upon sustainable principles for the same organisation you discussed in Assignment 1. The new strategy must be based on a comprehensive analysis of the organisation's current strategic direction and how this fits with its current environment. The proposed

strategy or strategies must be based on critical analysis, the use of appropriate academic theories and models and you need to clearly demonstrate how the suggested strategy/strategies will enhance the capabilities and competitive advantage of the organisation and provide sustainable growth.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	60%
Practical	40%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): Education for sustainable development is the process of equipping students with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. A wider view of strategic management includes not just the economic impact, but environmental and social impacts. This module aims to develop a holistic understanding of organisations strategic direction through their interactions with the internal and external environment. Consideration will be given to new strategies for sustainable growth. Students will also be encouraged to actively implement or contribute to changes that promote sustainable development within the scope of their own learning experience and study environment and effectively engage with real-life problems relevant to sustainable development.	

READING LIST

Module Code	BMSP6006	
Module Title	Strategies for Resilience and Prosperity	
Classification	Reading List entry	Electronic*
Essential	Jeanrenaud, S. (2016). Sustainable Business A One Planet Approach. John Wiley & Sons.	☐
Essential	Johnson, G., Scholes, K. and Whittington, R. (2014). Exploring Strategy: Text and Cases, Harlow, England.	☒
Essential	Fogel, D. S. (2016). Strategic Sustainability: A Natural Environmental Lens on Organizations and Management. Routledge.	☐
Essential	Winston, A. (2014). The big pivot: Radically practical strategies for a hotter, scarcer, and more open world. Harvard Business Review Press.	☒

Further	Dibb, S. and Simkin, L. (2008). Marketing Planning, London: Cenpage	☐
Further	Drummond, G., Ensor, J. and Ashford, R. (2007). Strategic Marketing: Planning and Control, Oxford, Butterworth Heinemann	☐
Further	Johnson, G., Scholes, K. and Whittington, R. (2011). Fundamentals of Strategy, Pearson Education	☒
Further	Hitchcock, D. E., & Willard, M. L. (2015). The business guide to sustainability: Practical strategies and tools for organizations. Earthscan.	☐
Further	Palmer, A. and Hartley, B. (2012). The Business Environment, Maidenhead: McGraw-Hill.	☒
Further	Porter, M. E. (2004). Competitive Advantage – Creating and Sustaining Superior Performance, London: Harper Collins	☐
Further	Thompson, J. and Martin, F. (2010) Strategic Management: Awareness and Change, Cengage Learning.	☐

MODULE CODE: BMSP6007
TITLE: Economics of Sustainability
DATED: 30/06/2017

LEVEL: 6
CREDITS: 20

JACS CODE: N200

AIM(S)

- This module aims to enable the student to explore and understand what sustainable economics is, why it has developed, how it is developed and how it is achievable across multiple levels.

LEARNING OUTCOMES

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

- critically analyse concepts such as the green economy and sustainable economics;
- critically appraise how differing sectors approach sustainable development
- debate the consequences of developing economies sustainably

INDICATIVE CONTENT

- Exploration of what the green economy means.
- Strategies for greening the economy.
- Investigating what sustainable economics means.
- Exploring the sustainable policy.
- Exploration of the approaches of developing sustainable economies.
- Approaches businesses have taken to sustainable development.
- Managing sustainable consumption.
- Sustainable finance.

LEARNING AND TEACHING STRATEGY

A mix of scheduled seminars, tutorials and workshops will be utilized to allow both a didactic and interactive learning experience for the student. In tutorials and workshops, students will work in groups and expand discussions in areas that are relevant to the opportunities and ideas that are being developed.

Allocation of teaching to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	70	35%
Placement learning	90	45%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Essay (2500 word equivalent)

Example – an investigation into how differing business sectors have adopted and approached the issue of sustainability and developed appropriate business strategies and the consequences that can be seen from these.

Assessment Component 2 – 50%

Report (2500 words)

Example – Write a report that investigates and analyses the approaches being taken towards developing a sustainable economy within a chosen region and the impact and implications to those living and working in that region and globally.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	YES
If yes provide brief details (no more than 100 words) This module looks at how economies and business sectors can become sustainable and why they should do so. Students will appraise best practice and critically evaluate how differing approaches can be implemented locally and globally.	

READING LIST

Module Code	BMSP6007	
Module Title	Economics of Sustainability	
Classification	Reading List entry	Electronic*
Essential	Balisacan & Chakravorty & Ravago, (2014). Sustainable Economic Development. Resources, Environment, and Institution: Elsevier.	☒
Essential	Jackson, T. (2016). Prosperity without Growth: Foundations for the Economy of Tomorrow. Routledge.	☒

Essential	Jacobs, M. and Mazzucato, M. (2016). Rethinking Capitalism: Economics and Policy for Sustainable and Inclusive Growth Wiley Blackwell.	☐
Essential	Leal, F., Pociovalisteanu, D. & Al-Amin, A., (2017). Sustainable Economic Development: Green Economy and Green Growth: Springer International Publishing.	☒
Further	Asafu-Adjaye, J & Mahadevan, R (2012) Managing Macroeconomic Policies for Sustainable Growth, Edward Elgar Publishing	☒
Further	Balisacan, A., Chakravorty, U., Ravago, M. (2014). (1st Ed) Sustainable Economic Development, Elsevier.	☒
Further	Corner, P.D. & Ho, M. (2010). How Opportunities Develop in Social Entrepreneurship. Entrepreneurship, Theory & Practice. July: 635-659.	☒
Further	Dean, T.J. & McMullen, J. (2007). Toward a Theory of Sustainable Entrepreneurship: Reducing Environmental Degradation through Entrepreneurial Action. Journal of Business Venturing. 22(1): 50-76.	☒
Further	Hardisty, P, (2010). Environmental and Economic Sustainability, CRC Press	☒
Further	Libecap, G.D. (2009). The Tragedy of the Commons: Property Rights and Markets as Solutions to Resource and Environmental Problems. The Australian Journal of Agricultural and Resource Economics. 53: 129-144.	☒
Further	Robinson, S. (2014). Holonomics: Business where people and planet matter. Floris Books.	☒
Further	Schumacher, E. F. (2011). Small is beautiful: A study of economics as if people mattered. Random House.	☐

MODULE CODE: BMSP6002
TITLE: Digital Business
DATED: 30/06/2017

LEVEL: 6
CREDITS: 20

JACS CODE: N200

AIM(S)

- To enable students to evaluate critically the current and emerging digital business themes or applications, and recognise that the effective and innovative management of contemporary digital business systems can improve benefits and sustainability. There is an emphasis on developing skills in data analysis using open data sources and interpreting outputs using spreadsheet and data mining approaches.

LEARNING OUTCOMES

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

- systematically understand current and emerging digital business themes or applications and the impact of their use in organisations;
- analyse a variety of open data sources;
- evaluate critically the issues associated with the management of contemporary digital business systems and their use for gaining competitive advantage.

INDICATIVE CONTENT

- The distinction between e-Business, e-Commerce, digital business, ingredients and types of digital business models.
- Stages of development, drivers and inhibitors to digital business, models to assess the digital environment and identify where digital business can exploit opportunities and counter threats.
- The integration of sustainable business strategy (alignment and impact). Innovative uses of digital business to help achieve business objectives and competitive advantage.
- Contemporary applications and themes of digital 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 and big data.

- 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.
- Business intelligence and big data, data modelling for predictive and prescriptive analysis using Microsoft Excel and Weka.

LEARNING AND TEACHING STRATEGY

For the exploration of these topics and their application to case studies pertaining to e-Business and its use in industry, tutorials are the most appropriate strategy. During tutorials, students will also have the opportunity and encouragement to apply these issues to their chosen organisation, and gain individual, formative feedback regarding their work.

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	70	35%
Placement learning	90	45%
Activity type	200	100

ASSESSMENT

Assignment 1 (outcome 1) will be assessed via one coursework assignment. Students will be encouraged to self-select (with some negotiation) appropriate contemporary digital themes for investigation and analysis. The results of the research will be presented to class peers and staff (Pecha Kucha 9 x 45). Students will also produce a written hand-out to support the presentation (tasks equivalent to approximately 2,500 words).

Assessment Component 1 – 50%

Practical Pecha Kucha (9 slides in 6 minutes 45 seconds) and Hand-out (Two sides of A4)

Exemplar

With some negotiation, you will choose a contemporary digital business theme, for which you will independently critically review the current research literature. The topic **MUST** be agreed with the module lecturer before the commencement of the research. Individually you will present the findings of your research in a Pecha Kucha.

Assessment Component 2 – 50%

Coursework Written Report (2500 words).

Assignment 2 (outcome 2) requires that the student to produce data models using Microsoft Excel and Weka and produces a report documenting the evaluation of the issues associated with the management of contemporary digital business systems and their use for increase business benefit and improving their sustainability.

The evaluation will require synthesis of theoretical material and its practical application within the context of a given case organisation.

Exemplar

Assume that you are the IT and with particular reference to data security, evaluate the benefits and challenges/risks associated with implementing a particular programme and make recommendations regarding its implementation.

Include in your discussion the value adding attributes of mobile devices and how they will help an organisation achieve their strategy to raise employee levels of satisfaction and productivity. You should make reference to other real-life organisations to illustrate the points you make.

Assessment Summary

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

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
• Students will be capable of envisioning alternative futures • Students will be given examples of using digital business strategies for working collectively towards positive and democratic change • Graduates will understand the professional responsibilities in the area of data management.	

READING LIST

Module Code	BMSP6002	
Module Title	Digital Business	
Classification	Reading List entry	Electronic*
Essential	Chaffey, D. (2011). E-Business and E-Commerce Management: Strategy, Implementation and Practice, 5th Edition, Pearson: Harlow	☐
Essential	Laudon, K.C. & Traver, C.G. (2013). E-Commerce: business, technology, society, 9th Edition, Pearson: New Jersey, USA	☐

Essential	Sharda, R., Dursun, D. and Turban, E., (2014). Business Intelligence, A Managerial Perspective, 3rd Ed., Pearson, Boston, MA.	☐
Further	Applegate, L.M., Austin, R.D. & McFarlan, F.W. (2008). Corporate Information Strategy and Management, 8th Ed., McGraw-Hill: NY.	☐
Further	Beynon-Davies, P. (2012). E-business, 2nd Ed. Palgrave Macmillan: Basingstoke	☐
Further	Bocij, B., Greasley, A. & Hickie, S. (2008). Business Information Systems: Technology, Development and Management for the E-Business, 4 th Ed. Pearson: Harlow.	☒
Further	Jelassi, T. & Enders, A. (2008). Strategies for e-Business: Creating Value through Electronic and Mobile Commerce, 2 nd Ed., Pearson: Harlow	☒
Further	Reynolds, J. (2009). E-Business: A Management Perspective, Open University Press: Oxford.	☒

MODULE CODE: BMSP6008
TITLE: Embracing Rurality and Business Opportunity
DATED: 30/06/2017

LEVEL: 6
CREDITS: 20

JACS CODE: N200

AIM(S)

- To investigate the notion of rurality and business philosophies and explore the rural development approaches that affect sustainable rural business practices, creativity and innovation.
- To develop a reflective, active, positive approach and to demonstrate students' growing professional competence in particular to rurality challenges and opportunities.

LEARNING OUTCOMES

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

- Identify with rurality and business philosophy and initiate and carry out a sustainable project that is of strategic relevance to a business or organisation;
- critically assess the relevance of rural policies for the 21st century and the role of structural models and theories for rural development;
- evaluate climate change concerns and innovations in rural business practices.

INDICATIVE CONTENT

- Where (and the way) you live has an impact on the way that you conduct business.
 - Theories and philosophies that serve as frameworks for executing and sustaining transformation within organisations
 - Structural adjustment and liberalisation programmes and effects on rural business practices.
 - Rural business intervention impact upon sustainability and profitability.
- Environmental and climate change concerns and innovations in rural business practice.
 - Rural businesses displaying different trends to urban businesses and the demands for innovative and creativity in their undertakings.

- Types of business activity in rural areas – issues in preventing rural depopulation (the historic bane of the rural economy).
- Identifying projects by studying the significant external or internal influences that impact upon an organisations ability to serve and bring about change and innovation.
- Case studies and global projects will be used to promote a deeper understanding of the rural economy.
- Research reviews relevant to projects through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects.
- Relative merits of a range of research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses of each and the circumstances in which they might be used. Include ethical considerations.
- Presenting results clearly and professionally in conventional report format; drawing realistic and meaningful conclusions from data collected; recommendations including costed and timed implementation plans.
- Paths to self-improvement through reflective review.

LEARNING AND TEACHING STRATEGY

Through selected readings, case studies and digital resources, students will engage in individual and collaborative activities that will introduce, develop and support the analysis, discussion, critical reflection and practical application through a collaborative construction of understanding of shared experiences and concepts.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 30%

Coursework Report (1500 words)

Students will be assessed by the completion of a 1500 word report that outlines policy and identifies sustainable business practice.

Assessment Component 2 – 70%

Coursework Project (3500 words)

By means of a 3500 word project, demonstrate their skills in assessing a rural case study with an emphasis on the philosophical perspectives, climate change concerns and sustainable business practice and present an evidence-based argument in which statements of “fact” will be supported by appropriate, authoritative and up-to-date sources that support change within their chosen rural enterprise.

Reflect upon their learning and performance relative to the module and be self-critical in order to determine how they build upon their own strengths and opportunities and positively address their challenges and future professional development.

Assessment Summary

Activity type	Percentage
Written exam	0
Coursework	100%
Practical	0
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
The module explores the notion of rurality and business philosophies through a sustainability lens. The modern climate change and sustainability issues are central to rural areas and affect the choices of strategies and innovations in rural business developments.	

READING LIST

Module Code	BMSP6008	
Module Title	Embracing Rurality and Business Opportunity	
Classification	Reading List entry	Electronic*
Essential	Baron, A. and Armstrong, M. (2008). Human capital management: Achieving added value through people. London: Kogan Page.	☐
Essential	DesJardins, Joseph (2006). Business, Ethics, and the Environment: Imagining a Sustainable Future. Published by Pearson.	☐
Essential	Ellis F, Biggs S (2001). Evolving themes in rural development 1950s–2000s. Development Policy Review 19(4) 437–448.	☐
Essential	Newman, J. (2011). Green Ethics and Philosophy: An A-to-Z Guide (The SAGE Reference Series on Green Society: Toward a Sustainable Future-Series Editor: Paul Robbins)	☐
Essential	Quinn, M. (2017). Ethics for the Information Age, seventh edition, Addison-Wesley (Pearson)	☐
Further	Boehm, S., Bharucha, Z. and Pretty, J. (eds) (2014). Ecocultures: Blueprints for Sustainable Communities. London: Routledge.	☐

Further	DesJardins, Joseph R., "Ethics, Business, and Sustainability" (2014). Ralph Gross Chair in Business and the Liberal Arts Lectures. 1.	☒
Further	ODI (2008). Beyond the Village: The Transition from Rural Investments to National Plans to Reach the MDGs: Sustaining and Scaling up the Millennium Villages. ODI Report, November 2008, Overseas Development Institute.	☒
Further	Valdés A., Foster, W. (2005). Reflections on the role of agriculture in pro-poor growth. In: Research Workshop: The Future of Small Farms, Wye, Kent, 26–29 June 2005, International Food Policy Research Institute.	☒

Module Code	BMSP6013
Title	Project Management for Sustainability
Date	13/07/2020
Level	6
Credits	20
Pre-Requisites	None

AIM(S)

- To develop student awareness and understanding of project management tools and techniques and approaches for effective project management. This will provide students with a sound basis for further development in the field of project management.

LEARNING OUTCOMES

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

- Demonstrate knowledge and a systematic understanding of the key aspects of project management.
- Critically evaluate a range of tools, techniques and approaches available to project managers.

INDICATIVE CONTENT

- Introduction to project management.
- Project management principles.
- Project management tools and techniques.
- Stakeholder analysis
- Risk analysis
- Introduction to various project management approaches.
- Project documentation overview.
- Importance of soft skills in project management.
- Collaborative tools and skills in project management

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 (Tick one)

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Report	2500 words	60%

Assessment Component 2 (Tick one)

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Presentation	12 minutes	40%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	60%
Practical	40%
TOTAL	100%

INDICATIVE READING LIST

Module Code	BMSP6013	
Module Title	Project Management for Sustainability	
Classification	Reading List entry	Electronic*
Essential	Ferreira, M.E., and Tereso, A. (2014). "Software Tools for Project Management–Focus on Collaborative Management." <i>New Perspectives in Information Systems and Technologies, Volume 2</i> . Springer International Publishing, 2014. 73-84.	☒
Essential	Kohl, K. (2016). <i>Becoming a Sustainable Organization A Project and Portfolio Management Approach - Best Practices and Advances in Program Management</i> .	☒
Essential	Sánchez, M.A. (2015). "Integrating sustainability issues into project management." <i>Journal of Cleaner Production</i> 96: 319-330.	☒

Essential	Taylor, P. (2015). The Social Project Manager Balancing Collaboration with Centralised Control in a Project Driven World. Taylor and Francis.	☐
Further	Berkun, S. (2008). Making Things Happen: Mastering Project Management (Theory in Practice) O'Reilly.	☒
Further	Ferraro, J. (2012). Project Management for Non-Project Managers: AMACOM.	☒
Further	Heizer, R., and Render, B. (2013). <i>Operation Management, Sustainability and Supply Chain management</i> . Vol. 11. Pearson, UK.	☒
Further	Project Management Institute: (2012). A Guide to Project Management Body of Knowledge (PMBOK Guide) Fifth Edition	☒
Further	Watson, M. (2006). Managing Smaller Projects: a practical guide, Hook: Project Manager Today Publications.	☒