PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Business Management Undergraduate Portfolio
/Portffolio Israddedig Rheolaeth Busnes

BA (HONOURS, ORDINARY AND WITH PLACEMENT YEAR) (and corresponding Certificate of Higher Education and Diploma of Higher Education):	**BA (ANRHYDEDD A CHYFFREDIN A GYDA BLWYDDYN LLEOLIAD) (a dyfarniadau Tystysgrif Addysg Uwch a Diploma Addysg Uwch)**
Accounting Business and Finance Business Management E-Business Entrepreneurship Human Resource Management International Business Management and Leadership Marketing Management Sustainable Management	Cyfrifeg Busnes a Chyllid Rheolaeth Busnes E-Fusnes Entrepreneuriaeth Rheolaeth Adnoddau Dynol Busnes Rhyngwladol Rheolaeth ac Arweinyddiaeth Rheolaeth Marchnata Rheolaeth Gynaliadwy
HALF DEGREE FOR JOINT HONOURS:	**HANNER GRADD AR GYFER CYDANRHYDEDD:**
Business Management Management and Leadership Marketing Management	Rheolaeth Busnes Rheolaeth ac Arweinyddiaeth Rheolaeth Marchnata
HIGHER NATIONAL DIPLOMA:	**DIPLOMA CENEDLAETHOL UWCH:**
Business Management Business and Finance	Rheolaeth Busnes Busnes a Chyllid
HIGHER NATIONAL CERTIFICATE:	**TYSTYSGRIF CENEDLAETHOL UWCH:**
Business Management	Rheolaeth Busnes
FOUNDATION DEGREE:	**GRADD SYLFAEN**
Business Management	Rheolaeth Busnes
CERTIFICATE OF HIGHER EDUCATION:	**TYSTYSGRIF ADDYSG UWCH**
Business Management	Rheolaeth Busnes
DIPLOMA OF HIGHER EDUCATION:	**DIPLOMA ADDYSG UWCH**
Business Management	Rheolaeth Busnes

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SECTION 1 - The Main Programme

1. Introduction

1.1 Overview of the proposal

- Awarding Institution/Body:
- Teaching Institution:
- Final Award:
- Name of Route/Pathway or Field:

UWTSD Undergraduate Programmes

The School is offering for validation a portfolio of programmes relating to four key award types:

- Certificate of Higher Education
- Diploma of Higher Education
- Higher National (HND and HNC)
- Foundation (FdA) and
- BA (Honours, Ordinary, half-degrees/Joint Honours Components, BA with placement year).

The proposed undergraduate portfolio consists of *nine subject pathways* with a common *management* core. When combined with the variety of programme award types above, the Portfolio consists of the following related programmes:

BA pathways (Honours, Ordinary, or with placement year):

- Accounting
- Business & Finance
- Business Management
- E-Business
- Entrepreneurship
- Human Resource Management
- Management and Leadership
- Marketing Management
- International Business
- Sustainable Management

Half degrees/joint honours components:

- Business Management
- Management and Leadership
- Marketing Management

HND programmes:

- Business Management
- Business & Finance

HNC programmes:

- Business Management

Foundation Degree

- Business Management

Certificate of Higher Education

- Business Management

Despite having pathway distinctiveness, the individual programmes listed above share common management fundamentals and competencies (and share some modules) and are therefore grouped into a Portfolio of related programmes. This document, therefore, describes in detail the proposed new programme structures and modules of the Business School Undergraduate Portfolio of Programmes as listed above.

- Programme JACS Code:
  - Accounting N400
  - Business and Finance N100/300
  - Business Management N100
  - E-Business I161
  - Entrepreneurship N190
  - Human Resource Management N600
  - Management and Leadership N200
  - Marketing Management N500
  - International Business N120
  - Sustainable Management N190

- Length of programme and mode of attendance (full-time, part-time, sandwich, other):

  Full-time, part-time, block delivery and sandwich

- Location of delivery:

  Faculty of Business and Management campuses at Swansea, Carmarthen, Lampeter and London

  - Coleg Sir Gar, Llanelli/Carmarthen
  - Ceridigion College, Aberystwyth
  - Pembrokeshire College, Haverfordwest

- Language of delivery: English/Welsh

- Anticipated Student Numbers (headcount and FTE):

Proposed annual student intake (headcount and FTE)	Year 1	Year 2	Year 3
	150	40	100

The QAA Subject Benchmarking document(s) and/or other external benchmark with which the programme conforms, if appropriate

Benchmarks

Module and content selection was premised upon several factors: the QAA Subject Benchmarks; professional body programmes for accreditation; the QAA Framework for Higher Education Qualifications.

QAA Subject Benchmarks

The QAA Subject Benchmarks provide the primary academic framework for the programme and module design, though each programme focuses on a specialised pathway rather than a broader consideration. The benchmarks support the knowledge and skills required of individuals by the industry when seeking new employees.

Given the range of business management related programme titles within the undergraduate portfolio, several QAA subject benchmarks were considered and used as a basis for programme content selection:

- The QAA Subject Benchmarks for Business and Management (2007)
- The QAA Subject Benchmarks for Accounting (2007)
- The QAA Subject Benchmarks for Finance (2007)
- The QAA Foundation Degree Qualification Benchmark (2010)

QAA Subject Benchmark Standards for Business and Management

The subject benchmark statements for general business and management honours degree programmes are categorised as being broadly based and general in their scope. The subject benchmark statement articulates the knowledge and skills to be expected of successful honours graduates in the field and provides descriptors of these in two categories of achievement: threshold and typical (defined later).

The QAA describes the subject benchmark statement as being

> *'intended to be of use to those involved in the design, delivery and review of business and management programmes but is not intended to be a prescription of a national curriculum or to constrain innovation in programme design. It is the responsibility of individual institutions to decide which of their particular programme specifications are appropriate to this subject benchmark statement'*.

Within this Portfolio, the subject benchmark statements for business and management have guided the design of:

- Business
- Business and Finance (also using the Accounting and Finance benchmarks for potential exemption/accreditation from ACCA, CIMA)
- E-Business
- Entrepreneurship

- Human Resource Management (also with reference to the Chartered Institute of Personnel and Development programmes for potential exemption/accreditation)
- Management and Leadership (also with reference to the Chartered Management Institute (CMI) programmes for potential exemption/accreditation)
- Marketing Management (also with reference to the Chartered Institute of Marketing programmes for potential exemption/accreditation)
- International Business
- Sustainable Management

The standards of achievement expected of graduates in business and management are set out below. These relate to the areas of subject knowledge, understanding and skills.

Two categories which differentiate graduate achievement have been identified, namely threshold and typical. These are based upon the perceived national norms, operating across the business and management area. 'Threshold' describes the minimum to be achieved by all honours graduates. 'Typical' is set at the standard which is currently achieved by the majority of graduates.

The sections below seek to describe, particularly for the benefit of employing organisations, the capabilities that can be expected of such graduates.

The factors which have been selected as the basis for differentiation between the two categories of achievement are the range and consistency of demonstration of:

- breadth, depth, integration and application of knowledge and understanding
- subject-specific and intellectual skills
- personal and interpersonal skills
- learning skills
- capability to deal with uncertainty and complexity
- the capabilities of evaluation, reflection, creativity and originality.

Threshold standard

This is interpreted to mean that all students (taken over all years) graduating with an honours degree in the discipline of general business and management will have achieved this. On graduating with an honours degree in general business and management, students will have:

- knowledge and understanding of the key areas of business and management,
- the relationships between these and their application
- demonstrated competence within the range of subject-specific and intellectual skills
- a view of business and management which is predominantly influenced by guided learning with a limited critical perspective.

Typical standard

This is the average standard attained (taken over all years) of all the students graduating with an honours degree in the discipline of business and management. On graduating with an honours degree in general business and management, students will typically:

- have a wide knowledge and understanding of the broad range of areas of business and management and the detailed relationships between these, their application and their importance in an integrated framework
- consistently demonstrate a command of subject-specific skills including application of knowledge, as well as proficiency in intellectual skills
- have a view of business and management which is influenced by a variety of learning sources including guided learning, team work and independent study
- be distinguished from the threshold category by their enhanced capacity to develop and apply their own perspectives to their studies, to deal with uncertainty and complexity, to explore alternative solutions, to demonstrate critical evaluation and to integrate theory and practice in a wide range of situations.

Table 1
SUMMARISED BENCHMARKS FOR BUSINESS AND MANAGEMENT (QAA, 2007)

Subject knowledge and understanding Relates to organizations, the external environment and management. Within the framework of these three main areas, it is expected that graduates will be able to demonstrate knowledge and understanding in the following areas:
Markets - the development and operation of markets for resources, goods and services
Customers - customer expectations, service and orientation
Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications
People - the management and development of people within organisations
Operations - the management of resources and operations
Information systems - the development, management and exploitation of information systems and their impact upon organisations
Communication and information technology - the comprehension and use of relevant communication and information technologies for application in business and management
Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests
Pervasive issues - sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.
Skills
Cognitive skills of critical thinking, analysis and synthesis. This includes the capability to identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and to generalise appropriately
Effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations
Effective communication, oral and in writing, using a range of media which are widely used in business such as the preparation and presentation of business reports
Numeracy and quantitative skills including data analysis, interpretation and extrapolation. The use of models of business problems and phenomena
Effective use of communication and information technology for business applications
Effective self-management in terms of time, planning and behaviour, motivation, self-starting, individual initiative and enterprise
Effective performance, within a team environment, including leadership, team building, influencing and project management skills
Interpersonal skills of effective listening, negotiating, persuasion and presentation
Ability to conduct research into business and management issues, either individually or as part of a team for projects/dissertations/presentations. This requires familiarity with and an evaluative approach to a range of business data, sources of information and appropriate methodologies, and for such to inform the overall learning process
Self reflectionSelf-reflection and criticality including self self-awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues. Also, the skills of learning to learn and developing a continuing appetite for learning; reflective, adaptive and collaborative learning

According to the Business and Management subject Benchmarks, the purpose of general business and management programmes is threefold:

- study of organisations, their management and the changing external environment in which they operate
- preparation for and development of a career in business and management
- enhancement of lifelong learning skills and personal development to contribute to society at large.

A summarised version of the benchmarks can be seen in table 2, and the full benchmarks are in appendix 3.

During programme development workshops, the programme team mapped the module content, aims and learning outcomes against the QAA subject benchmarks for business and management. The Programmes therefore embed these cognitive and practical abilities expected from a business and management graduate within the modules, ensuring that the content also reflects the necessary body of knowledge expected for working within the business and management industry. For instance, the students' ability to '*demonstrate knowledge and understanding in…business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests'* is*interests'* is introduced in modules such as '*The Global Business Environment'* at level four, then developed in modules such as *'Entrepreneurship'* at level five, and '*Strategic Management and Sustainability'* at level six.

The students' ability to demonstrate '*effective problem solving and decision making using appropriate quantitative and qualitative skills including identifying, formulating and solving business problems'* and *' the ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations'* is developed in modules such as *'*Accounting *Fundamentals,' 'Marketing Essentials'* (level four), *'Marketing Information Systems,' 'Management Accounting,' 'Managing People'* (level five), *'Contemporary Themes in e-Business,' 'Contemporary Issues in Marketing and Management*,*' 'Organisational Consultancy,'* and *'International Financial Management'* (level six).

QAA Subject Benchmark Standards for Accounting

According to the QAA Subject Benchmark Standards for Accounting:

> *'Accounting as a degree subject requires students to study how the design, operation and validation of accounting systems affect, and are affected by, individuals, organisations, markets, society and the environment... accounting is often studied in combination with a significant amount of finance... [which] should also require the study of the operation and design of financial systems, risk, financial structures, and financial instruments.'*

This benchmark was used to guide the Accounting programme. Accountancy is concerned with the provision and analysis of information for a variety of decision-making, accountability, managerial, regulatory and resource allocation purposes. Degrees covered by this subject benchmark statement in different universities will have different relationships with the requirements of the various professional accountancy bodies in the UK. Business school has strong links with ACCA and CIMA, therefore, as well as meeting the Accounting subject benchmarks, the team have maximised the

inclusion of content that meets the requirements of the professional accounting professions.

Two categories which differentiate graduate achievement have been identified, namely threshold and typical. 'Threshold' describes the minimum to be achieved by all honours graduates. 'Typical' is set at the standard which is currently achieved by the majority of graduates.

Threshold graduates will:

- demonstrate a basic knowledge and understanding of some of the contexts in which accounting operates
- demonstrate a basic knowledge, understanding and an ability to use the current technical language to describe practices of accounting and an ability to apply them in simple structured situations from given data generated for the purpose
- demonstrate a basic knowledge and understanding of some alternative technical language and practices and, where relevant within the context of a particular degree programme, an ability to apply them in simple structured situations from given data generated for the purpose with reasonable accuracy, be able to record and summarise straightforward transactions and other economic events and prepare financial statements complying in outline with relevant regulatory requirements; will be able to analyse the operations of a business and perform financial analyses and projections at a basic level
- demonstrate a basic knowledge and understanding of theories and empirical evidence concerning the effects of accounting in at least one of its contexts
- where the programme has a substantial finance content, demonstrate a basic knowledge and understanding of theories and empirical evidence concerning financial management, risk and the operation of capital markets
- demonstrate possession of the required cognitive abilities and non-subject specific skills to a basic level of achievement.

Typical graduates can distinguish themselves from threshold graduates by:

- displaying a more thorough knowledge and understanding and enhanced technical abilities. They can also demonstrate an enhanced capacity to develop and apply critical, analytical and problem solving abilities and skills. However, typical graduates are not expected to distinguish themselves from threshold graduates on all the aspects of performance identified above

During programme development workshops, the programme team mapped the module content, aims and learning outcomes against the QAA subject benchmarks for accounting. The programme therefore embeds these cognitive and practical abilities expected from an accounting graduate within the modules, ensuring that the content also reflects the necessary body of knowledge expected for working within the accounting industry. For instance, the students' ability to demonstrate *'knowledge and understanding of some of the contexts in which accounting operates'* is introduced in modules such as *'The Global Business Environment*' and '*Accounting Fundamentals'* at level four, then developed in modules such as *'Management Accounting'* at level five, and *'International Financial Management'* at level six.

The students' ability to demonstrate *'knowledge, understanding and an ability to use the current technical language to describe practices of accounting and an ability to apply them in simple structured situations from given data generated for the purpose'* is developed in modules such as *'Accounting Fundamentals'* (level four), *'Auditing,*

Ethics and Corporate Governance,' and *'Management Accounting'* (level five) and *'Corporate Reporting and Social Responsibility*,' (level six).

Table 2
SUMMARISED BENCHMARKS FOR ACCOUNTING (QAA, 2007)

Subject knowledge and understanding The examples in parentheses are illustrative not prescriptive
some of the contexts in which accounting can be seen as operating (examples of contexts include the legal, ethical, social and natural environment; the accountancy profession; the business entity; the capital markets; the public sector)
The main current technical language and practices of accounting (for example, recognition, measurement and disclosure in financial statements; managerial accounting; auditing; taxation) in a specified socio-economic domain
Some of the alternative technical languages and practices of accounting (for example, alternative recognition rules and valuation bases, accounting rules followed in other socio-economic domains, alternative managerial accounting approaches to control and decision-making)
Skills in recording and summarising transactions and other economic events; preparation of financial statements; analysis of the operations of business (for example, decision analysis, performance measurement and management control); financial analysis and projections (for example, analysis of financial ratios, discounted cash flow analysis, budgeting, financial risks)
Contemporary theories and empirical evidence concerning accounting in at least one of its contexts (for example, accounting and capital markets; accounting and the firm; accounting and the public sector; accounting and society; accounting and sustainability) and the ability to critically evaluate such theories and evidence
Theories and empirical evidence concerning financial management, risk and the operation of capital markets (in cases of degrees with significant finance content).
Cognitive abilities and generic skills
The capacity for the critical evaluation of arguments and evidence
The ability to analyse and draw reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data which must be acquired by the student
The ability to locate, extract and analyse data from multiple sources, including the acknowledgement and referencing of sources
Capacities for independent and self-managed learning
Numeracy skills, including the ability to manipulate financial and other numerical data and to appreciate statistical concepts at an appropriate level
Skills in the use of communications and information technology in acquiring, analysing and communicating information (currently these skills include the use of spreadsheets, word processing software, online databases)
Communication skills including the ability to present quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience
Normally, an ability to work in groups, and other interpersonal skills, including oral as well as written presentation skills

2. Programme Rationale

Business and Management in the UK

There has been rapid growth in undergraduate business and management education over the last three decades due to its important role in contributing to national competitiveness through the development of graduate employability (Wilton, 2008). In particular, undergraduate business education has been promoted as one means by which to address long-held concerns about managerial skills shortages in the UK and employers' criticism over the work-readiness of graduates.

The decade 1995-2005 provided an exceptionally benign economic backdrop to the UK economy and has been termed the 'nice decade' although it included a number of shocks, such as the 'dot-com' crash and 9/11 (Confederation of British Industry (CBI) 2009). For advanced economies, it was a period of strong GDP growth, low inflation and, perhaps most importantly, relatively high levels of stability in the macroeconomic climate. In the UK, GDP growth exceeded 2.5% in nine of the eleven years between 1995 and 2005, while inflation was contained between 0.5 and 3% over the entire period. But the confluence of factors that delivered this benign backdrop were unique to the period – the disinflationary pressures from globalisation permitting a stance on monetary policy that allowed rapid growth in money and credit, thus fuelling strong GDP growth. The financial crisis of 2008 swept this away and the subsequent years have been characterised by a higher level of economic volatility and increased risk – which has clouded the certainty required for long-term planning and generated unpredictable movement in financial and economic indicators.

Thus, the environment in which UK businesses operate has changed fundamentally and the shape of business now, and during the next decade, is, and will be, very different from what it was pre 2008. The direct impact of the financial crisis and the ensuing global recession has materially changed the conditions affecting business and these events have also brought into focus other trends in the global economy, natural environment and society. Together, these changes led many businesses to reassess their purpose, structure and organisation, and what they needed to do to ensure sustainable business success. For most, there was a movement away from 'business as usual'. Understanding how businesses – both individually and collectively – will adapt to the ever changing environment, and the wider impacts this will have, will be critical in ensuring the future growth and success of the UK economy. The CBI (2009) contend that a changing environment will alter operating conditions and impose new challenges, thus businesses must respond by moving to a more flexible, collaborative and leaner model and to achieve this they will need the appropriate management skills.

High-level, graduate skills are vital to the UK's international business performance – it is essential that Higher Education is producing not only the right quantity, but the right quality of business management graduates. The proportion of graduate-level jobs will rise to 42% of the workforce by 2020, according to the Warwick Institute for Employment Research (2010), with a corresponding decrease in the number of lower-skilled positions. Management skills are key to business performance, but the UK is seen as mid-ranking on international comparisons of management practice, lagging behind key competitors, including the US, Japan and Germany. According to a CBI survey, 78% of firms report that they will have increased demand for leadership and management skills levels over the next three to five years, and 63% of employers

thought helping them improve their leadership and management skills should be a priority for higher education providers[1].

The Times Education Supplement (2009) proposes that, '*now, more than ever, vocationally focused universities have a crucial role to play in helping UK organisations survive the economic downturn and stimulate a recovery. They also produce the high quality graduates essential for business and public services'*.

It is evident that, although 'general' management skills and knowledge are still required by industry, the field of management is diverse and requires skills appropriate to a variety of contexts and industries; graduates from programmes such as the ones proposed in this document have those skills. Graduates of these programmes will be equipped with the skills and knowledge at the forefront of their discipline to meet the specialised needs of their industry, thus enhancing graduate employability. In accord with the QAA Subject Benchmark Statement (2007) that '*business and management degrees are strongly related to practice and therefore there should be a strong link between the development of skills and employability of graduates'*, the philosophy that underpins the Portfolio relates to its *vocational* nature. As the programmes are designed to enhance the graduate's employability they focus on the *practical application of theory* whilst maintaining academic rigour. This makes the programmes distinct when compared with more traditional programmes.

Each of the specific pathways for re-validation has a distinctive flavour or specialism that can help fill the skills/employment gap identified earlier:

Accounting: specialises in the functional area focusing on accounting and finance skills in a variety of organisational contexts. This involves financial reporting, management accounting, taxation and international financial management.

Business Management: provides a broad-based study of core business functions and themes to develop skills relating to, for example, marketing, human resources, data management and business intelligence, accounting and finance.

Business & Finance: provides a hybrid mix of broad business skills allied with specialist accounting and finance skills. This involves learning core business skills relating to, for example, marketing, human resources, data management and business intelligence, as well as the accounting skills of management accounting, global financial markets, and international financial management.

Entrepreneurship: focuses on the encouragement and development of entrepreneurial skills. This involves the 'how-to-do-it' aspects of entrepreneurship, as well as other themes relating to entrepreneurship, including creativity and innovation, law and entrepreneurship in an international context.

E-Business: focuses on the key management decisions required by organisations in relation to e-business. This involves learning core e-business skills relating to, for example, data management, e-commerce, information systems, digital marketing and web analytics.

Warwick Institute of Employment research (2010)

CBI (2008) Higher Education Task Force

Times Education Supplement June (2009)

Human Resource Management (HRM): specialises in the functional area focusing on people management, including issues relating to the HR professional, managing people, employment relations and reward and contemporary HR in practice.

Management & Leadership: considers individual and group effectiveness in a variety of work and organisational contexts. This involves leadership competence and capability, organisational viability and sustainability, skills for managing, entrepreneurship, ethics and critical issues for managers.

Marketing Management: focuses on aspects of market environmental analysis, marketing information systems, marketing communications, marketing planning, customer service and financial and human resource administration in marketing.

International Business: considers business organisations in an international context, without specialising in a functional area or business sector. It focuses on international/global commerce and trade, global financial markets global marketing strategy, international financial management and international business management.

Sustainable Management: considers the context in which a modern business operates and the many inter-related factors that influence its operational environment, including issues relating to green management, managing the sustainable organisation, the legal framework and accounting for sustainability and the environment.

Market Research

Analysis of similar programmes offered by other institutions

As part of the market research, a number of sources have been consulted with regard to the design of the programmes and their content, including competitor offerings. The Portfolio team has analysed the existing business management provision available in Wales and beyond, and although the subject area is well established in other universities, as well as in some further education colleges, there are few that compete in the same vocationally-based specialised subject areas.

Details of employer and external organisation interest

Local employers and members of Business school's Industrial Liaison Group, including members of the Chartered Management Institute (CMI), Chartered Institute of Professional Development (CIPD), Chartered Institute of Marketing (CIM) and Association of Chartered Certified Accountants (ACCA) were consulted. The Industrial Liaison Group comprised the following members:

- Terry Phillips, Head of People Management, DVLA (CIM Chair, Swansea Branch)
- Win Hawkins, Branch Secretary, CMI Swansea Branch
- Jed Williams, Treasurer, CMI Swansea Branch
- Tracey Healey, Board Member, Gwalia Housing Association
- Ros Adams, Performance Specialist, Executive and Business Services Ltd
- Mike Howell, Head of Building Services, Neath and Port Talbot Authority
- Keith Poulton, Poulton Consultancy Services
- Trevor Walton, Managing Director, Linde MH South East Ltd and Linde Severnside Ltd
- Tina Hulbert, The Environment Agency
- Carol Davies, Swansea Centre for Voluntary Services

- Dr Ken Cowey, Chartered Institute of Professional Development (CIPD), Swansea Branch
- Dr Anwar Sharaf, Chartered Institute of Marketing (CIM), Swansea Branch
- Mrs Preattie Khan, Association of Chartered Certified Accountants (ACCA), Swansea Branch
- Karen Jones, Assistant Dean Quality, Faculty of Business and Management
- Stephen Griffiths, Assistant Dean International Development, Faculty of Business and Management
- Vic Saunders, Head of the Centre for Undergraduate Studies, Faculty of Business and Management

The Industrial Liaison Group believes that the proposed changes are:

> '*... extensive and well thought out. The new titles and modules are interesting and reflect current management, business and industrial themes. There are some significant overlaps with some of the professional associations own programme areas…..this will have many advantages to a graduate from the programmes, such as enhanced employability and the confidence that the programme studied has fulfilled the requirements expected of business and management professions.'*

Comments from employers were positive and indicate that the portfolio design provides a good all-round business and management education, with knowledge of business realities, and an emphasis on producing quality graduates. In particular, there was appreciation of the inclusion of pervasive themes, such as employability skills, entrepreneurship, ethics, sustainability, ICT, internationalisation and globalisation, in specific programmes such as *Entrepreneurship, International Business* and *Sustainable Management* but also in bespoke modules throughout all programmes, where they have been made explicit in the title, but also embedded and incorporated into many modules throughout the portfolio.

They believe the proposed programmes offer many opportunities for students to gain the generic, transferable skills necessary in the workplace, such as effective team-working, problem-solving skills, whilst updating skills in line with changes in the economy and management sector. In particular, the employers commented positively on the inclusion of the *Applied Personal and Professional Development* module, which would provide explicitly many of the key transferable skills required in the workplace, thereby accelerating the induction process and productivity of new recruits. In a similar vein, the employers felt that the *Entrepreneurship* module would provide students with a valuable awareness of the broader business realities, and encourage initiative and innovation.

The employers commented very positively on the specialised, vocational nature of the programmes, the appropriate selection of the modules incorporated into the programmes, and the opportunities for students to gain accreditation or exemption from professional programmes (e.g. CIPD, CIM, CMI, ACCA). Graduates with such specialist, vocational skills are what the employers claimed they seek to recruit.

Given the vocational philosophy of the portfolio, an aim of the programme team has been to design the programmes so that they include modules that mirror the professional qualifications as much as possible, and in some cases, to offer students to gain, or gain exemptions, from the professional qualification at the same time. This will have many advantages to a graduate from the programmes such as enhanced

employability and the confidence that the programme studied has fulfilled the requirements expected of business and management professions.

The employers endorsed that many of the modules in the portfolio reflected key management issues in the current business environment. A number of modules in particular, including the '*Contemporary Issues in Marketing and Management,' 'Strategic Management and Sustainability'* and '*Data Management and Business Intelligence'* were identified as reflecting these key management issues in the current business environment. Change initiatives are required to support business innovation and competitive advantage; the utilisation of business information through the deployment of appropriate IT supports the achievement of this change. In a similar vein, modern organizations' business strategy details the business objectives that drive change and identifies what the people of the organization can do to contribute to their achievement.

They employers also believe that it is important to consider sustainability in today's turbulent business environment and noted favourably that the sustainability agenda is not only addressed in many modules but there is also an opportunity to study it as a specific pathway.

The inclusion of '*Sustainable Employability and Empowerment Skills*' and '*Applied Internship'* modules were fully endorsed by employers. This experiential learning and application of workplace skills is seen by the employers to be extremely valuable. The committee also suggested that they will encourage organisations that they have specific associations with to offer internship opportunities. Similarly, the inclusion of the '*Organisational Consultancy'* module, where students gain opportunities to exercise the in-depth analysis and decision-making skills required in today's managers and consultants was also endorsed.

Local employers are encouraged to approach the School directly when seeking to recruit new business management graduates or students for an internship. Such links help ensure that the School maintains a keen awareness of the skills demanded in the local marketplace, and the employability of School graduates.

Working collaboratively with UWTSD's Commercial Services the Business School engages with in excess of 150 graduates, spanning 20 years, ranging from owner managers of SME's (e.g. Chaos Trend, Computer Games Company, Fauvelkhan Product Design, Big Local App), and senior managers of National/International Business such as Marks and Spencer and Manchester United.

With its network partners UWTSD supports graduates wishing to start up their own businesses and provides both informal and formal consultancy throughout the lifetime of the business. These businesses then provide case studies and guest speakers to support the formal lecture programme. The Welsh Assembly Government funded dynamo role model programme supports entrepreneurial graduates to return to the Business School to provide presentations (e.g. Ben Room, 2006 Business School graduate who set up Gower Board Riding Development, Gareth Manger, 2008 Business School graduate who set up Big Local App).

Entrepreneurial alumni supporting their programme of study is Entrepreneurial alumni supporting their programme of study are a feature of our industrial liaison and 'the continuous review model' (Penaluna & Penaluna, 2006) is recognized at international level as best practice.

Details of consultation with students

Students on the third year of the current BA Portfolio, and its recent graduates, were consulted. Feedback from these students indicates that the proposed programmes are an improvement on the current provision as they include:

- Contemporary, leading edge concepts with more pathway-specific content, which strengthens the specialist nature of the programme.

- A more vocationally-relevant set of skills, as they prepare students for industry accreditation via the Chartered Institute of Marketing (CIM), the Chartered Institute of Personnel and Development (CIPD), Association of Chartered Certified Accountants (ACCA) and the Chartered Management Institute (CMI), thereby enhancing employability.

- The opportunity to complete a '*Sustainable Employability and Empowerment Skills*' module, which is preparation for the internship, and a period of '*Applied Internship'* as students believe this would improve their career choice, CVs, work skills and employability.

- The opportunity to undertake an organisational consultancy project rather than a dissertation. The organisational consultancy project of 40 credits, which allows the student to study a chosen organisational focused specialist topic in far more depth, was also said to be a good addition to the original programme.

- In addition, students like the larger-credit modules (20- or 40-credits or more) because topics can be explored in far more depth, as well as ensuring that there is less 'bunching' of assignment submission dates.

'Excellent student support network, very good course content that provides the necessary skills for the workplace, and some extremely approachable and friendly lecturers who support you all the way'
Beth Thomas, BA Management and Leadership Graduate 2013 and SU President 2013/14

Target Student Group

The students targeted for these programmes would be those who have already shown a commitment to higher education through either having obtained a satisfactory entry-level qualification or meeting mature student status with a desire to study at the HN or degree level. These students will possibly, although not necessarily, have studied the subjects previously, e.g. A Level Business or Accounting or similar. However, this will not be a major consideration in deciding eligibility for admission.

Based on previous trends, and given the financial benefits given by the Welsh Assembly Government to Welsh students studying in Wales, more than 70% of applicants would be expected to originate in the local, south Wales market. Many areas of south Wales are deemed to be economically disadvantaged (and have received objective 1 funding). The programmes contribute to the 'widening participation' agenda in that applicants from disadvantaged or non-traditional backgrounds are welcomed. The School is committed to offering its services to the widest possible student base. Many of the Portfolio's students are the first in their family to attend university, so have no familial role models to help them understand expectations of university life; this can adversely impact their self-confidence. Most students have families who are unable to support them financially so are dependent on

part-time employment in addition to their studies. Some students have special learning needs such as dyslexia or disabilities such as partial sightedness. The team is sensitive to the differing needs of the diverse student base; the key strength of the team lies in the extensive pastoral care offered to support the students in ways appropriate to their needs. In line with its mission, developed from its history of providing *vocational* programmes at all levels for the local community, there is a policy of open access to programmes for all those who are judged as likely to benefit and gain the award.

In providing the Portfolio, the intention is to meet the needs of those students who require a mix of hybrid skills, and also the needs of those students wishing to pursue more specialist interests at, for example, the marketing points in the management spectrum. The following section identifies for each programme the target applicant and the career possibilities they would seek.

Accounting: Applicants to this programme are typically numerate and logically-minded, and it is likely but not mandatory that they will have previously studied maths or business. This programme suits those who prefer to specialise in accounting skills, rather than focusing on a broad range of business skills. Students would undertake a range of tasks associated with a finance environment, and would enjoy developing sophisticated solutions to accounting problems and opportunities. Given the range of skills learned, graduates would have many career opportunities in a finance or accounting environment in a wide range of sectors. This programme is also suitable as a stepping stone for those who wish to further their accounting education, for example those who wish to become chartered accountants. The programme could also serve as a route to becoming an accounting teacher or as a route to self-employment.

Business & Finance: Students who wish to study this programme may come from a wide variety of subject backgrounds, including, but not necessarily business. This programme suits those who prefer to learn a hybrid mix of broad business skills allied with specialist accounting and finance skills. This involves learning core business skills relating to, for example, marketing, human resources, information systems/e-Business, as well as the accounting skills of cost control, financial reporting and financial management. Students would undertake a range of tasks associated with commercial and public sector organisations, and would enjoy developing sophisticated solutions to business and financial problems and opportunities. Graduates would have many career opportunities in a diverse range of business roles (e.g. finance officer, marketing, HR, project management, etc.) in a wide range of sectors. This programme is also suitable as a stepping stone for those who wish to develop an accounting/finance specialism after graduation.

Business Management: Students who wish to study this programme may come from a wide variety of subject backgrounds, including, but not necessarily business management. This programme suits those who prefer to learn a broad repertoire of business skills, rather than focusing on one specialism. This involves learning core business skills relating to, for example, marketing, human resources, information systems/e-Business, accounting and finance. Students would undertake a range of tasks associated with business organisations, and would enjoy developing sophisticated solutions to business problems and opportunities. Given the broad range of skills learned, graduates would have many career opportunities in a diverse range of business roles (e.g. marketing, HR, project management, etc.) in a wide range of sectors. This programme is also suitable as a stepping stone for those who wish to develop a specialism after a general business education, for those who wish to become business teachers or as a route to self-employment.

E-Business: Students who wish to study this programme may come from a wide variety of subject backgrounds, including, but not necessarily business management. This program will suit those who prefer to focus on the deployment of management of technology and online business practices of an organisation. This involves learning core e-business skills relating to the dynamics of online businesses, for example, the creation, funding and management of an Internet business. Given the broad range of skills learned, the fact that e-business is also one of the fastest growing professions, and the adoption of various technology-oriented tools in the sector is making room for more and more jobs for individuals who are qualified in e-business, graduates would have many career opportunities in a diverse range of business roles for Internet businesses or in a computer technology industry. Furthermore, although the e-business degree may have a narrow focus, given the broad range of skills learned, graduates can also easily transfer these to several other areas and industries, most notably marketing and HR.

Entrepreneurship: Students opting to choose the entrepreneurship programme may not previously have studied business but may have arrived at this choice having come from a variety of other subject backgrounds at Levels 2 and 3 or indeed other careers or life experience. Entrepreneurship is often thought of as solely the establishment of new businesses, but there is much more to it than knowing how to start up a new company. Entrepreneurship can be extended to already established businesses as well, that need assistance in keeping sales going, finding new markets, advertising and generally staying successful in today's highly competitive markets. For this reason, the entrepreneurship programme would suit not only those looking for education on how to start their own business but also those who want to work within existing businesses as well.

Students will learn the core skills they will need to start and maintain successful businesses including finance, marketing, strategy, innovation and creativity and developing viable business plans. They will gain the foresight and understanding to take advantage of business opportunities, streamline the entrepreneurial process and ultimately build and sustain a viable business either of their own design or at the request of an employer. It is anticipated that the entrepreneurship programme will give the graduate a wide range of career opportunities. New businesses are always working to get started and old businesses sometimes need help to keep going, so there may be a number of opportunities available to those in the field. Some graduates may choose to use their new skills to start their own businesses while others may find work as consultants, managers, executives or business strategists.

Human Resource Management (HRM): The HRM Pathway is designed to meet the needs of those students who wish to specialise in a functional area. In the main, students wishing to pursue the HRM Pathway, come straight from schools and colleges where they have studied a wide range of subject backgrounds, including "people in business" modules. Most students would have successfully completed GCSE and A – Level or BTEC Business Studies. The HRM Pathway may also attract mature students from industry who maybe do not possess formal qualifications but are looking to secure a degree and ultimately the CIPD Certificate in HRM. Such students may be taking a career break to study or have been subjected to redundancy.

The philosophy of the pathway is written in mind of the findings from the CIPD (2009) research on subject reviews and is specifically intended for the aforementioned students.

The target student expected to enrol on the HRM Pathway are those who want to:

- develop a career that is focused on the resourcing, development and relationship needs of individuals and their employing organisation
- take responsibility for Human Resources functional activities within an organisation with or without a specialist Human Resources function
- work independently on a self-employed basis to support Human Resources within a portfolio of organisations
- build up a people-centred career to senior management and executive level within public and/or private organisations of varying size, either locally or internationally
- achieve their CIPD professional membership aspirations.

Management & Leadership: Students who wish to study this programme may come from a wide variety of subject backgrounds, including, but not necessarily business management. The Management & Leadership pathway is designed for a wide range of students including those who, during their future careers, aspire to a leadership position in a business or management role; are interested in developing their leadership and people management skills; are planning to serve as senior members of a management team or simply seek to improve their knowledge and understanding of management and leadership. It will be particular interest to those students who wish to promote or improve their own effectiveness and the effectiveness of others in a variety of work and organisational contexts. Leadership competence and capability will involve the prospective student a better understanding of decision making, management development, entrepreneurship, performance management and financial leadership. The student will wish to develop their expertise in strategic, critical and applied areas of management and have a keen interest in organisational viability and sustainability.

Marketing Management: Students opting to choose the marketing management programme may not previously have studied business and marketing but may have arrived at this choice having come from a variety of other subject backgrounds at Levels 2 and 3 or indeed other careers or life experience. This programme is clearly aimed at those who will enjoy the wider field of marketing study focusing, in particular, on aspects of marketing communications and also including other fundamental aspects of marketing in business such as product management and financial and human resource administration in marketing. Students will undertake a range of marketing related tasks, relevant to business in the private, public and third sectors and develop mature solutions to the challenges and opportunities in today's complex and competitive marketing environment. It is anticipated that the marketing programme will fit the graduate for a wide range of marketing career opportunities in areas such as product management, distribution, advertising, sales, public relations or e-commerce, working in any sector of business, including the international environment.

International Business: The pathway is designed to meet the needs of those students who prefer to study business organisations in an international context, without the desire to specialise in a functional area or business sector. Applicants are likely to enjoy studying international business organisations, their management and cultures and the global environments in which they operate. This BA International Business programme aims to address the need for graduates who can function in an international business environment, and will prepare them for careers with organisations that do business across national borders.

Students who wish to study this programme may come from a wide variety of subject backgrounds, including, but not necessarily business management. It is likely that the programme will also attract applicants from outside the UK. Business school recruits well in International markets and the market continues to grow. Typically, international students wish to learn business concepts in the wider context (not regionally based). They wish to relate/compare the business theories learned with their application in the student's home country or one with which they are familiar, and thereby 'play to their strengths'. This programme, therefore, provides modules that focus on international/global commerce. A graduate from the programme would be expected to demonstrate knowledge of a range of international business functions, strategies, environments and contexts. Consequently, graduates of this pathway will have the skills desired in an exceedingly wide range of employment opportunities.

Sustainable Management: Employers today want people with the skills and desire to meet the growing business challenges of balancing people, the planet and profit. There is a growing demand for sustainability knowledge in many organisations in many sectors, as a result many employees now have some form of sustainability responsibility in their positions. With this in mind the programme is designed to equip students with the management skills and problem-solving knowledge to navigate the new economy and lead sustainable business practices and initiatives.

It is aimed at those who want a detailed understanding of the context in which a modern business operates and the many interrelated factors that influence its operational environment. This programme therefore, provides modules that focus on sustainable business practices and initiatives. A graduate from the programme would be expected to demonstrate knowledge of a range of environmentally sustainable and socially responsible strategies. Consequently, graduates of this pathway will have the skills desired in an exceedingly wide range of employment opportunities that are applicable in many fields.

In conclusion, given that this portfolio has a core theme of management, and that management skills permeate and drive all types of organisations, large and small, there are employment opportunities in an exceedingly wide range of roles and contexts, in local, national and international markets. Therefore, there is a clear rationale for the provision of the proposed Business Undergraduate Portfolio of Programmes. The Portfolio seeks to provide undergraduate study in management related areas and thereby play its part in addressing the Government skill shortage agenda and local and national industry and commerce requirements. At the same time, it will address the aspirations of students to acquire a qualification that will underpin their careers by providing an in-depth vocational and scholarly grounding on which they can build future continuing professional development (CPD).

The Undergraduate Portfolio will produce graduates who meet the needs of industry and commerce, and therefore the programme structures and content are presented for validation.

Employment Roles and Employability

Graduate skills developed by the programme

In accord with the University's commitment to improving the employability of its graduates, this portfolio embraces the ethos of the QAA Subject Benchmark Statement (2007) that 'business management degrees are strongly linked to practice and therefore there should be a strong link between the development of skills and

employability of graduates.' The philosophy that underpins the Portfolio relates to the graduate nature. As the programmes are designed to enhance the graduate's employability they focus on the practical application of theory whilst maintaining academic rigour. This makes the programmes distinct when compared with more traditional programmes.

The programme integrates theoretical study and application to real world cases, in each module's teaching strategy but also in direct interaction with the University's external partnerships, including employer's organisations, professional associations, international partners and spin off entrepreneurial activities. Many of the modules on many of the programmes are directly mapped to the professional qualifications in that field (e.g. CIM, CIPD, ACCA, CMI): and students gain current skills in areas that are professionally recognised as being necessary for current and future practitioners. All graduates will have analytical, research, information technology, interpersonal, cross cultural communication, and empathetic skills as well as the skills of managing, ICT, communication to peers and external organisations, numeracy, problem solving, interacting in teams, ethical reasoning, critical appraisal, self-management and leadership. Students' progression through the programme will ensure that they become increasingly self-confident and capable of managing their own learning. Graduates will have developed self-confidence and ability to work in diverse environments and communicate at a variety of levels.

All subjects studied on the programme are relevant to the world of work, across specialist disciplines and sectors. For example, the '*Applied Personal and Professional Development'* module provides explicitly many of the key transferable skills required in the workplace. The '*Sustainable Employability and Empowerment Skills'* and '*Applied Internship,* modules develop students' employability skills by providing them with a practical first-hand experience of working within a business environment. The *Accounting Fundamentals* module will provide numeracy skills. The '*Data Management and Business Intelligence'* module provides specific information technology/ICT skills. The skills for managing will be provided directly in the '*Skills for Managing'* and '*Managing People'* modules. The '*Management Ethics'* and '*Critical Perspectives on Management'* modules provide ethical reasoning skills and the '*Global Marketing Strategy'* and '*Managing Internationally'* modules unequivocally provide the cross cultural communication skills. The skills developed to achieve academic success are those required by employers and for study at higher levels

Table 3
Summarised possible employment roles for Graduates from the Programmes

Programme Studying	Possible Employment Roles
Accounting	• Accounts Clerk • Book-keeper • Business Administration Assistant • IT Assistant • Finance Trainee • Trainee Accountant • Business manager • Audit Clerk • Taxation Assistant • Finance Consultant • Business Analyst • Asset Manager • Financial Manager • Investment Analyst
Business and Finance	• Human Resources admin trainee • Marketing trainee • General business administration • Customer care trainee • Finance trainee • Self-employment • Market researcher • Finance admin officer • General manager • Financial support officer • Self-Employment • Trainee Business Teacher • Business Analyst • Consultant
Business Management	• Human Resources admin trainee • Marketing trainee • General business administration • Customer care trainee • Market researcher • Marketing officer • HR support officer • General manager • Marketer • Human Resources officer • Self-employment • Trainee Business Teacher • Business Analyst • Consultant

E-Business	• Marketer • Human Resources officer • Procurement • Online Advertising • E-distribution manager • Database administrator • Data analyst • E-business consultant • E-business analyst • Technical computing projects • E-business systems design • E-business systems analyst • E-business systems consultant • E-business management • Computer and information systems manager • Project manager • E-business web content specialist
Entrepreneurship	• Business owner • General manager • Marketer • Human Resources officer • Consultant • Business analyst • Business adviser • Business strategist • Sales executive • Sales Administrator/Assistant • Marketing Executive/Officer • Public Relations Executive/Officer • Communications Executive/Officer • Account Executive (Agency) • Trainee Sales Manager
Human Resource Management	• Human Resources personnel pay administrative assistant • Recruitment administrative assistant • Training and development administrative assistant • Human Resources /Personnel General Administrator • Personnel administrator - central support • Human Resources /Personnel Administrator • Trainee Human Resources /Personnel assistant • Trainee recruitment Manager • Trainee training and development assistant • Trainee Human Resources /Personnel Advisor • Trainee Human Resources /Personnel Manager • Human Resources /Personnel Generalist • Trainee Human Resources /Personnel Specialist Recruitment/Reward/Relations/ • Resourcing/Training and Development/Law • Trainee Human Resources /Personnel Consultant • Human Resources /Personnel Advisor

Management and Leadership	• Support officer • Supervisor • Customer care trainee • General Business Administration • Trainee assistant manager • Supervisor • Team leader • Trainee assistant manager • Trainee Manager • Team Leader • Consultant • Own business • Management Development trainee
Marketing Management	• Marketing Administrator/Assistant • Public Relations Administrator/Assistant • Corporate Communications Administrator/Assistant • International Marketing Administrator/Assistant • Sales Administrator/Assistant • Sales Executive • Marketing Executive/Officer • Public Relations Executive/Officer • Communications Executive/Officer • Account Executive (Agency) • Trainee Sales Manager • Trainee Marketing /Product/Brand Manager • Marketing /Communications Officer • Trainee PR/Corporate Communications Manager • Account Executive /Trainee Account Manager (Agency) • Trainer Media Buyer (Agency) • Trainee Media Planner (Agency)
International Business	• General manager • Marketer • Human Resources officer • Self-employment • Trainee Business Teacher • Business Analyst • Consultant • Business cultural advisor • International Marketing Administrator/Assistant
Sustainable Management	• Sustainability officer • Sustainability co-ordinator • Sustainable leader • Sustainability trainee manager • Sustainability strategy manager • Sustainable resources manager • Business development officer • Business development manager • Sustainability analysis • Sustainability consultant • Community investment manager • Project manager • Auditor • Financial analysis • Procurement analysis

Expected employability for graduates from the programme

The programmes have prepared students for a range of management related employment opportunities in small and large companies. First destination statistics have shown over the past years that approximately 94% of students from the University have either gained employment or enrolled on a graduate programme within six months or less of gaining their award.

The increasing collaboration between the Careers department of Swansea University and the Careers section at UWTSD will enable undergraduate students at the University to gain access to the on-line careers facilities previously only available to Swansea University students. The University has also forged collaborative links in the Go-Wales programme, enabling Swansea University to locate two careers tutors at the University. The University has received European funding to provide additional advice and guidance for disabled and disadvantaged students.

The Go Wales programme provides quality work experience for undergraduates to make students more attractive to potential employers. There is an optional ten week paid placement with local companies and a short term 'work taster' to help clarify student's career choices. The scheme also provides a job shop at the University for students seeking to work part-time to support their studies financially. A recent survey of students at the University showed that over 50% of undergraduates worked part-time.

There are industrial placement opportunities embedded in many of the proposed programmes (an optional work based learning module, '*Applied Internship,'* at level 5), and all programmes are offered 'with placement year' (sandwich), which is credit bearing at level 6 in the *'Sandwich Placement'* module. For those who undertake a work based learning module and/or a placement, it provides an opportunity to develop application practice links for their Organisational Consultancy Project and Dissertation, as well as other assessments in level 6.

Links with Other Organisations

- Details of links with industrial, commercial and professional bodies.

  Traditionally, LETS students in the Faculty undertake an 'Applied Industry Placement for Leisure, Events, Tourism & Sport' and this opportunity for work based learning has been extended to all BA Portfolio business students. This experiential learning and application of workplace skills is seen by the employers to be extremely valuable.

  As a result strategic partnerships have already been developed with leading international organisations. These global initiatives include links with leading businesses such as Ritz Carlton Resorts, Capella Hotel Group, The Little Nell in Aspen, Aspen Ski Co and Challenger Sports. As well as these strategic partnerships on a global level, strategic partnerships on a regional level have also been developed with organisations in Swansea and South West Wales including local authorities, The LC, Liberty Stadium, and the Ospreys as well as further afield with Oakwood Park and Ffos Las Race Course. These links allow students the opportunity to go on internships/placements in these organisations to develop their long term employability skills through work based learning.

  The Undergraduate Business programme is fully integrated into the CMI, CIMA and the CPD annual guest speaker events. The Programmes and students

benefit from a series of guest presentations in the planned CMI, CIMA and the CPD programme by local and national business covering a range of relevant themes. Students receive a certificate of attendance for any guest speaker event that they attend. In the last academic year 2012-13 these have included:

- 'Leading beyond the frontier: 21st century approaches to public service leadership,' – Jo Carruthers, Deputy Director PPCS, Head of Public Service Management Wales.
- 'A sustainable public utility success story,' – Mary Watkins, DWR Cymru.
- 'Managing talent for improved performance: current practice and future trends,' – Claire McCartney, Resourcing and Talent Planning Advisor, CIPD HQ.
- 'Business wisdom from the east,' – Dr Thomas Jansen, Confucius Institute.
- 'Learning from the east: the Chinese approach to HRM,' – Angela Yang, Senior HR Manager, China Telecom Europe.
- 'Innovation in law,' – Anthony Rees, Partner Eversheds LLP.
- 'Disability is not an issue: an integrated approach for business and management,' – Steve Nolan, Specialist Consultant in Disability.
- 'Mock employment tribunal,' – Morgan Cole, LLP.
- 'CSR and good business: challenges and opportunities,' – John Burn, CEO Burn Pet Foods.
- 'Brecon Carreg Water: the market and ecological strategic influences,' – Paul Cooper, Business Development Officer.
- 'Ill treatment in the British workplace,' – Professor Duncan Lewis, Plymouth Business School.
- 'The drive for sustainability and reporting your organisation's performance,' Jane Davidson, INSPIRE.
- 'Simplexity – a new way to lead in Wales,' - Dr Paul Thomas, The Business Doctor.
- 'The mutualisation of public services: the recent experiences of local authorities,' – Mark Bandalli, Management Consultancy, Mutual Ventures.

The programme team has developed extensive links over a number of years with a number of the professional bodies in the business management area. Further to this, many of the programme team are members of these professional bodies and a number of the team have chartered status through their particular association. The professional bodies include the Association of Chartered Certified Accountants (ACCA), Chartered Institute of Marketing (CIM), Chartered Institute of Personnel and Development (CIPD) and the Chartered Management Institute (CMI).

Professional body accreditation possibilities and ambitions, if applicable.

The appropriate selection of the modules incorporated into the programmes, gives opportunities for students to gain accreditation or exemption from professional programmes (e.g. ACCA, CIM, CIPD, CMI). Graduates with such specialist, vocational skills are what the employers claimed they seek to recruit.

Given the vocational philosophy of the portfolio, an aim of the programme team has been to design the programmes so that they include modules that mirror the professional qualifications as much as possible, and in some cases, to offer students to gain, or gain exemptions, from the professional qualification at the same time. This will add value and have many advantages to a graduate from the programmes such as enhanced employability and the confidence that the programme studied has fulfilled the requirements expected of business and management professions.

- The BA Accounting has an established track record in preparing students for professional programmes such as the Association of Chartered Certified Accountants (ACCA) the programme is designed to gain exemptions from the professional programmes. The team has designed the BA Accounting programme to gain exemptions from the professional programmes, on a number of papers from F1 to F9 in ACCA.

- The Marketing Management programme incorporates modules derived from Chartered Institute of Marketing's (CIM) professional qualifications and has accreditation for the modules that will be studied on the degree, which would allow students to receive both their Marketing Management degree and the CIM professional certificate/diploma at the same time. These modules include '*Marketing Essentials*,' *'The Marketing Environment,'* '*The Marketing Information System'* and '*Marketing Planning and Practice.'*

- The Human Resource Management programme mirrors the units from the Chartered Institute of Personnel and Development's (CIPD) Certificate in Human Resource Management. Successful completion of modules, such as '*The HR Professional,' 'Managing People,' 'Contemporary HR in Practice'* and '*Employment Relations and Reward*,' affords students the opportunity to gain this professional qualification and become licentiate members of the CIPD. As a result graduates will enter the workplace with not only a degree in HRM but also a highly sought after professional qualification awarded by the CIPD. If students complete the level 5 modules '*The HR Professional,' 'Managing People,'* on this pathway they will be eligible to achieve the CIPD Intermediate Award in Human Resource Management (subject to CIPD validation).

- Similarly the Management and Leadership programme incorporates modules such as '*Managing People,' 'Skills for Managing'* and '*Leadership and Management: Theory and Practice*,' which mirror the learning outcomes from modules within the Chartered Management Institute's (CMI). Essentially, it will allow Management & Leadership graduates exemption from various modules on their professional programmes

Features of the School/Faculty

Features that make the School/Faculty a suitable place to offer the programme

The business school offers a range programmes in a friendly and expert environment. The School has a long history of making available business management related programmes, including the very successful provision of the current programmes that have a business management specific focus. Many of the staff; have industry backgrounds, as well as the necessary academic qualifications, and continued staff development is strongly encouraged and supported within the school. Staff, who were previously employed within the business sector, have regular contact with business organisations to update their practice and enable them to ensure currency in their

teaching. In addition, guest speakers, from industry, are invited in to the school to present lectures, hold discussions and to lead workshops, which again ensures currency in their teaching and keeps them up to date with specialist information.

The proposed programme will include '*Sustainable Employability and Empowerment Skills*,' and '*Applied Internship*' module, which has the advantage of developing students' employability skills by providing them with a practical firsthand experience of working within a business environment. This will develop key skills, notably team work, communication, and task management, focusing upon self-management as well as providing students with a practical introduction business and management issues in order to appreciate the relationship between theory, research and practice. It is largely through the links that the staff, have developed, and through the specific associations that staff, that has encouraged organisations to offer the internship opportunities.

The School is strategically positioned within the Faculty of Business and Management and works closely with members of other teams, including Leisure, Events, Tourism and Sports, which has the added advantage of being able to gain from the teaching staffs experience and knowledge in this area, in particular, the work based learning modules, which have been offered, with great success, on these programmes for a number of years. The programme will draw upon this expertise to support the teaching of the work based learning modules, as well as the management of the students when they experience working within a business environment.

Staff development that is relevant to the programme and enhances its quality

The programme team has much experience of delivering this long-established Portfolio of programmes. Quality procedures are in place to ensure the effective administration and management of the programmes, and the team is always open to learn from the best practices of others. The external examiners have commended the team on its cohesive nature and its enthusiasm to incorporate emerging innovations and best practice. Lecturers are keen to ensure that they have the contemporary knowledge and skills to deliver the programme content effectively. Consequently, the team members are mindful that they undertake activities to ensure continuing professional development (CPD).

The Business school is aware of the need to ensure staff deliver vocational aspects of programmes which have direct relevance to business. For example HR staff have undertaken CPD and are now qualified in psychometric assessment and Myers Briggs Type indicator, which is increasingly being used as both a selection and development tool within many businesses today. Similarly strong links with relevant professional organisations are maintained. Members of the HR team are committee members on the CIPD South West Wales Branch and frequently take students to branch events to increase student exposure to work related topics and to network with professionals within HR. Guest speakers are also arranged through the branch and special events are organised to take place at UWTSD which would be of benefit to students studying for a degree in HRM or Management and Leadership. For example a mock employment tribunal, takes place each year to allow students to gain an insight into the workings and issues involved should an employment law case be taken to court.

Many staff are members of professional associations and committees. For example, Dr Glen Jenkins is the Chief Examiner for Employee Reward for Chartered Institute of Personnel and Development for UK and Eire, an Associate Member for the Membership and Education Committee of the CIPD and Education Quality Assurance

Advisor for SERCO Education. He has also been extensively involved in the development of Intermediate and Advanced syllabi for the CIPD in the past.

Members of the team collaborate with local and national networks to ensure industrially relevant curriculum development and sit on the steering committee of both local government initiatives such as Building Enterprise Education in Swansea, the 14-19 educational network, Swansea Economic Regeneration Partnership, and ABM Swansea NHS Trust, Arts in Health.

Owen Lewis has researched the processes and value for money issues in Private Finance Initiative schemes in Wales (Local Authorities and NHS Trusts), which has informed the '*Public Sector Finance' and 'Public Sector Finance and Control'* modules. He is also South Wales and the West Education Officer for the Chartered Institute of Management Accountants (CIMA) and as part of the collaboration, UWTSD has hosted various CPD events for CIMA members (and students). Similarly, UWTSD hosts Chartered Management Institute CPD events, and the CMI have provided research bursaries for members of the UWTSD team.

On a number of occasions, the business school has previously hosted the national Higher Education Academy 'Business, Management and Finance' special interest group (HEA-BMAF SIG) for entrepreneurial learning and leads a series of 'best practice events', inclusive of recent dialogue with the Quality Assurance Agency in the creation of a potential new benchmark statement. The Entrepreneurship champion is one of only 20 people in Europe to be awarded the title of National Council for Graduate Entrepreneurship (NCGE)/Kaufmann Foundation (the US University lead body) International Entrepreneurship Educator Fellow. The recognition followed an intensive one year programme funded by UWTSD and WAG.

Links like these provide a healthy flow of experience into the programmes and help guide the team in ensuring the currency and relevance of module content. Staff also have current or recent active links with other organisations in a professional, consultancy capacity (in the commercial and public sectors). For example:

- Educational consultancy to the UK Intellectual Property Office and intellectual property rights workshops for bodies including Finance Wales and CODA (providers for the Welsh Assembly Government).

Through its Commercial Services Unit, UWTSD offers a broad range of staff development, consultancy, coaching and support services to organisations from both the public and private sectors. The demand for staff development programmes can vary from year to year. Currently, IT training, HRM programmes such as Interviewing Skills for Senior Managers, Logistics, Health and Safety, and Finance for the Non-Financial Manager seem to be the most requested. All our programmes are supported by the University's expert staff and often are tailored to meet specific organisational needs. Currently, we are delivering training programmes to the Armed Forces, to Local Government, Housing Associations, a Pharmaceutical Company and the manufacturing sector locally.

Impact of staff research on the programme

Lecturers are keen to ensure that they have the contemporary knowledge and skills to deliver the programme content effectively. Consequently, many team members

undertake research activities to underpin their teaching. For example, there have been a number of research activities taking place within the School:

- Two lecturers have been involved in research with regard to IT/internet and business ethics and the topics include software piracy and the ethics of internet gambling. Both lecturers have presented conference papers and had book chapters published in these areas and the research directly informs the '*Critical Perspectives on Management'* and '*Management Ethics'* modules.

- Doctoral research by Dr Margaret Inman has focused on 'The Journey to leadership for leader-academics in higher education' and has provided the basis for a number of conference and journal papers and a HR textbook. Such research feeds directly into the '*Leadership and Management: Theory and Practice'* module.

- A member of staff is researching themes associated with e-Learning and has presented conference papers/published book chapters. This research underpins pedagogy and informs the '*Contemporary Themes in e-Business'* module.

- A number of papers have been published on entrepreneurial learning and intellectual property rights which feeds directly the '*Entrepreneurship'* module.

- Current doctoral research is investigating whether the social skills of the owner-managers of micro businesses are predictors of success; this informs the '*Entrepreneurship'* module as well as a range of other marketing management modules.

- A member of staff is researching themes associated with the management and manufacturing of information systems and has presented conference papers. Such research feeds directly into the 'Information Systems Security' module.

Staff development and consultancy activity is very wide ranging and so it would not be possible to include every activity in this section. The staff CVs in the Resources Document include more detail including details of research publications. These activities feed directly into the teaching on the programme.

There is a commitment from both academia and industry to concentrate on leading-edge concepts and applications within the field of management. The Portfolio has a student market that programme team seeks to educate, and thereby move forward both the national and local economies. With these considerations in mind, the programme team developed the aims and structure to meet the skills and knowledge that industry requires of its graduates. The programme team has taken care to ensure that these aims and learning outcomes are appropriate for the programmes. Reference to the QAA framework for higher education qualifications and the QAA subject benchmarks was made throughout the design.

3. Programme Details

Programme Overview

Programme Structure

Individual Programme Structures within the Portfolio

The Programme team has developed the pathway structures of this Portfolio of Programmes after taking into consideration the operation of the current scheme, employer views and the views of current students and recent graduates. The review reflects the background and rationale for the programme team's decisions.

For each pathway of the proposed UWTSD Undergraduate Portfolio, this section identifies:

- The compulsory modules and option credits for the pathway
- Credit weightings for each module
- Modules shared with other programmes (commonality).

The compulsory and option modules for the pathways

In keeping with previous years, the team maintains a Portfolio of predominantly compulsory modules to ensure that the programme specific aims and learning outcomes are met and maintain pathway distinctiveness. The programme team has paid attention to the balance of compulsory and optional modules at all *levels* within the programmes.

- At **level 4**, all modules are compulsory and meet three types of need: they provide underpinning material for later stages of the programme; they provide awareness, knowledge and skills of topics not studied to greater depth but nevertheless important in their own right for meeting the aims and learning outcomes of the named award; and they provide for appropriate academic and professional development for each individual student.

- The Programme team has continued with its long-held view that pathway divergence should proceed apace at **level 5**. To reflect the distinctiveness of each pathway, at level 5, for all programmes, 80 of the 120 credits (2/3 of the modules) are compulsory modules to ensure students study topics and themes appropriate to the pathway specialism (The only exception is the Foundation Degree, Business Management, where all six, 20 credit modules, are compulsory. The additional 2 compulsory modules are based on the work based learning).

- At **level 6**, students may select option modules to the value of 60-credits; therefore, level 6 provides a wider range of study choice. Students must select either a dissertation (40 credits) or Organisational Consultancy (40 credits) and one other 20 credit module. The choice of option modules is not overly restricted by pre-requisites: these are only demanded where they are deemed essential.

Credit weightings for each module

The structure conforms to the current Faculty practice at Undergraduate level that modules should be worth credits in multiples of 20. The programmes typically are populated with 20- credit modules but with one 40-credit module (Dissertation). To achieve the award studied, the following credits must be attained:

- To gain an *Honours* degree, modules totalling 360 credits must be studied at three levels (at Honours level 4, 5 and 6) with 12o credits at each level.
- To gain an *Ordinary* degree, modules totalling 300 credits must be studied at three levels (at levels 4, 5 and 6), with at least 60 credits achieved at level 6.
- To gain a *Joint Honours* (half degree) award, modules totalling 180 credits must be studied at three levels (at Honours level 4, 5 and 6) in each component.
- To gain a *HND*, modules totalling 240 credits must be studied at two levels (at levels 4 and 5).
- To gain a *HNC*, modules totalling 120 credits must be studied at level 4.
- To gain a *Certificate of Higher Education*, modules totalling 120 credits must be studied.
- To gain a *Foundation* degree, modules totalling 240 credits must be studied at two levels (at levels 4 and 5).

A clear description of the modules on the programme and why they have been chosen.

Level 4

In keeping with previous years, the team maintains predominantly compulsory modules on all programmes in the portfolio at level 4 to ensure that the programme aims and intended learning outcomes are met. The programme team has paid attention to the balance of compulsory and optional modules at all levels within the programmes. All level 4 modules are compulsory. The team believe that these 20 credit modules form the foundation for the programmes that are developed at levels 5 and 6.

Level 4 Modules (Compulsory Modules)

Applied Personal and Professional Development

The skills needed for higher education are ultimately gained through studying at that level; they evolve and mature through practice, trial and error, feedback from others and student reflection. This module aims to provide students with the underlying study/research strategies and software skills that can accelerate that learning process. Students will be encouraged to develop a reflective, active, positive approach to learning, and to take responsibility for their own learning. Such skills promote a deeper understanding of the topics studied throughout the programme; they support lifelong learning, and are the transferable skills desired in the employment context.

Accounting Fundamentals

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

Marketing Essentials

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

The Global Business Environment

The overall aim of this module is to provide students with the knowledge of basic economic concepts and business models which are considered as relevant in the understanding of the role of international businesses in the global economy. The module will introduce students to environmental forces and business actors that shape the micro and macro environment for international businesses. It will examine how these forces may influence business decisions, shape business strategy and operations in the modern global economy. Students gain the knowledge of the basic economic concepts and relevant business models. They will gain the ability to interpret a number of different business models, such as Porter's Diamond, Value Network within the context of an international environmental analysis (PESTEL).

Introducing the Modern Workplace

The aim of this module is to cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work and the concepts of organisational design, functions and processes of management, as well as recognising the importance of 'management' as an integrating activity.

Community Engagement

Student Community Engagement is a term used to describe ways in which students can learn with and from community partners by working in collaboration, adding value to existing services/outputs. The module will provide a practical experience to help prepare for employment and to understand the relationship of theory into practice. This will include gaining a deeper understanding of organisations and the people who work in them. Allowing students to create, evaluate, apply and assess ideas and solutions, it will also generate an increased awareness of personal skills and the importance of continuous learning and reflection.

For Foundation Degree Business Management only (2 x 20 credit work based learning modules Industry Skills and Work Based Learning will replace Applied Personal and Professional development Community Engagement).

Industry Skills

Foundation Degrees integrate academic and work-based learning through close collaboration between employers and programme providers and this module aims to provide students with the underpinning skills to support work-based learning. The module is designed to equip learners with the skills and knowledge relevant to their employment, in order to satisfy the needs of employees and employers. In line with this, the module aims to develop students' Industry skills and is supported by a range of approved key employers within the industry in the UK and overseas. The learning experience will be individually focused to meet the personal needs of the students as well as the course aims and objectives in terms of employability and will be linked to UWTSD's Skills Passport.

Work Based Learning

This module provides students with the opportunity to integrate academic and work-based learning through close collaboration between employers and programme providers which is central to a foundation degree. The module is designed to equip learners with the practical skills and knowledge relevant to their employment, in order to satisfy the needs of employees and employers. In line with this the module aims to provide students with a learning experience which will be individually focused to meet the personal needs of the student in terms of gaining industry appreciations and enhancing employability. The module aims to provide students with a practical first-hand experience in their chosen industry and is linked to UWTSD Skills Passport. The module will focus upon developing initial self-management skills as well as providing students with a practical introduction to the business disciplines and management issues studied during their academic modules.

Level 5

Level five contains four compulsory, 20 credit modules (with the exception of the Foundation degree where all six, 20 credit modules, are compulsory. The additional 2 compulsory modules are based on the work based learning). Therefore, at level 5 students study 80 of the 120 credits ($^{4}/_{6}$ of the modules) that are compulsory modules to ensure they study topics and themes appropriate to the pathway specialism. Students, however, will select 40 credits worth of optional modules relevant to their current and future employment aspirations.

Level 5 modules (Compulsory Modules)

Accounting

Financial Reporting

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

Management Accounting

This module aims to develop a critical understanding of the principles, concepts and applications of cost and management accounting. It will also encourage and develop the student's ability to generate information for product and service costing, budgeting and performance measurement and evaluation.

Taxation

This module aims to develop knowledge and understanding in the core areas of tax related to business and individuals.

Auditing, Ethics and Corporate Governance

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

Business Management

Entrepreneurship

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

Management Accounting

This module aims to develop a critical understanding of the principles, concepts and applications of cost and management accounting. It will also encourage and develop the student's ability to generate information for product and service costing, budgeting and performance measurement and evaluation.

Managing People

This module aims to cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work. It will also allow students to comprehend concepts of organisational design, functions and processes of management, in addition to recognising the importance of 'management' as an integrating activity.

Data Management and Business Intelligence

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

Business and Finance

Entrepreneurship

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

Management Accounting

This module aims to develop a critical understanding of the principles, concepts and applications of cost and management accounting. It will also encourage and develop the student's ability to generate information for product and service costing, budgeting and performance measurement and evaluation.

Global Financial Markets

This module will allow students to identify and explain parts of 'global financial markets' and engender an appreciation of the importance of these markets to a nation's economy, and to businesses operating within that economy. It also aims to assess and evaluate the operations of these financial markets, considering the impact of decisions made by the markets on the wellbeing of a country.

Data Management and Business Intelligence

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

Human Resource Management

Entrepreneurship

This module introduces the concept of entrepreneurship and gives students the theoretical and practical knowledge to engage in the entrepreneurial process. The module will do this through critically evaluating current and emerging entrepreneurial

themes, and through an investigation of a specific market with the production of a professional business plan.

The HR Professional

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

Managing People

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

The Legal Framework

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

Management and Leadership

Entrepreneurship

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

Managing People

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

Skills for Managing

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

Management Ethics

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

Marketing Management

Entrepreneurship

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

The Marketing Environment

This module aims to examine the key elements of both the internal and external environments considered in the context of the organisation and to introduce the process of the marketing audit and associated analytical tools available.

Marketing Information Systems

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

Marketing Communications

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

E-Business

Data Management and Business Intelligence

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

E-Commerce

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

Information Systems Security

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

Digital Marketing

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

International Business

Global Financial Markets

This module will allow students to identify and explain parts of 'global financial markets' and engender an appreciation of the importance of these markets to a nation's economy, and to businesses operating within that economy. It also aims to assess and evaluate the operations of these financial markets, considering the impact of decisions made by the markets on the wellbeing of a country.

International Economic Trends

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

Marketing Communications

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

Management Ethics

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

Entrepreneurship

Entrepreneurship

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

Creativity and Innovation

This module introduces the concepts of creativity and innovation, for both individual and organisational contexts and it will enable the student to recognise and select appropriate Intellectual Property Rights that protects innovation and associated assets.

The Legal Framework

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

Enterprising Organisations

This module aims to develop an understanding and knowledge of the opportunities and features of enterprising organisations working in a variety of sectors and settings and to

develop an understanding and awareness of the skills, values and cultural requirements for effective entrepreneurialism within organisations of different types.

Sustainable Management

Green Management

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

Managing the Sustainable Organisation

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

Management Ethics

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

The Legal Framework

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

Entrepreneurship

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

Management Accounting

This module aims to develop a critical understanding of the principles, concepts and applications of cost and management accounting. It will also encourage and develop the student's ability to generate information for product and service costing, budgeting and performance measurement and evaluation.

Managing People

This module aims to cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work. It will also allow students to comprehend concepts of organisational design, functions and processes of management, in addition to recognising the importance of 'management' as an integrating activity.

Data Management and Business Intelligence

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

Key Skills for Employability

Foundation Degrees integrate academic and work-based learning through close collaboration between employers and programme providers and this module aims to reflect and further develop the underpinning skills students have already gained through work-based learning. The module is designed to reflect upon the student's skills development and industry knowledge whilst further equipping learners with the skills and knowledge relevant to their employment, in order to prepare them for Applied Work Based learning and satisfy the needs of employers. In line with this the module enables the student to reflect upon their development and the organisations operations and is supported by a number of approved key employers within the industry in the UK and overseas. The learning experience will be individually focused to meet the personal needs of the students, and the employability agenda as the module will be linked to UWTSD's Skills Passport.

Applied Work Based Learning

The module aims to enhance and develop the student's industry knowledge and understanding through a further period of work based learning experience which will be applied to their field of academic study. This will further develop their key skills, notably team work, communication, guest service and task management, focusing more upon developing self-management skills. The students will also gain a more detailed appreciation of the business disciplines and management issues studied during level 4 and 5 in order to analyse and consider what constitutes good practice. This module will also be linked to the UWTSD Skills passport.

Level 5 modules (Optional Modules)

Applied Internship

The module aims to provide students with a practical and first-hand experience of the industry. This will develop their employability and key skills, notably team work, communication, guest service and task management whilst focusing upon self - management as well as enabling the student to reflect upon their learning and development. The module will be linked to the UWTSD Skills passport in order to fully credit the student's development of their employability skills. Students through this module will be provided with a practical introduction to the business disciplines and management issues studied during level 4 and 5. The module will enable them to appreciate what constitutes good practice whilst evaluating issues and constraints within the business environment.

Business Statistics

As the world of business becomes more complex the analysis of business decisions has become heavily quantitative. The aim of this module is to equip students with the knowledge and techniques to collect, analyse and evaluate data to make informed business decisions. It will allow students to use and evaluate data handling and interpretation and to apply appropriate statistical techniques to critically evaluate business problems.

Intellectual Property Rights

The module aims to provide a basic understanding of the law of intellectual property. It will deal; with the six areas of law conventionally understood as falling under IP: copyright, confidential information, unregistered and registered trademarks, patents and industrial design and to bring to the attention of the student the wider context in which IP is produced and the law applied, and will focus on economic and social influences on the development of IP law.

International Independent Study

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

IT Skills for Employability in Finance

This module aims to enable the student to understand the purpose of financial accounting as an information system and to introduce the student to practical techniques and theoretical concepts surrounding the operation of accounting systems. It also aims to introduce the student to a variety of IT skills used by the finance professional in the business environment.

Management Economics

The aim of the module is to enable students to analyse the internal and external economic forces acting on management decision making.

Modern Languages for Professional Purposes

The module focuses on communicating effectively in a Modern Foreign Language (either French OR Spanish OR Welsh) in both spoken and written forms within professional Business and Leisure contexts. It will allow the student to comprehend written and spoken materials in the modern language within professional Business and Leisure contexts.

Operations Management

This module aims to develop an appreciation of the role of Operations Management and its place within organisations, both in the private and public sector and to introduce students to proven analytical and creative techniques widely available for the solution of operational and quality problems, which will enable students to understand the operational and quality problems and the strategies needed to resolve such problems.

Project Management

This module will enable students to evaluate critically current and emerging project management methodologies and recognise how to apply them to real world situations.

Public Sector Accounting

This module aims to build on previous financial accounting studies and introduce the student to the differences between public and private sector accounting and reporting. It will engage the student in the special features, laws, guidelines, standards and methods of financial accounting/reporting and accountability in public sector organisations.

Sales and Personal Selling

This module will provide students with an understanding of the key issues in the personal selling process and a range of aspects of the management of professional sales people. It will allow the student to develop an understanding of the skills necessary for successful selling, how a sales team functions, how it can be developed for maximum effectiveness and the range of issues faced by senior sales managers. The module will allow students to develop and improve interpersonal and communication skills through role-plays and sales interviews.

Stakeholder Marketing

This module aims to assess the relative importance of the different stakeholder groups and consider the relationships and their influence and impact on the organisation. It will explain the significance of the range of pressure groups as key stakeholders interested in the organisation and their potential impacts upon market orientated organisations and it will specify the role of marketing in managing these pressure groups effectively.

Study Abroad

This module will aim to offer students the opportunity to pursue an appropriate range of learning experiences whilst studying abroad for a semester.

Sustainable Employability and Empowerment Skills

In line with the Government and QAA's focus on employability this module aims to develop students' skills and appreciation in preparation for an applied internship, sandwich placement or graduate employment. The module is supported by a range of approved key employers in the UK and internationally who are committed to developing cutting edge and sustained employability and empowerment skills. This module is individually focused to meet the personal and career needs of the students as well as the programme aims and objectives. The module is also closely linked to the QAA and NCWE placement guidelines, and the UWTSD Skills Passport.

Level 6

Level 6 contains three compulsory, 20 credit modules. Students additionally select either the 40 credit 'Dissertation' module and one other 20 credit module or the 20 credit 'Organisational Consultancy' module and two other 20 credit modules. Therefore at level 6, 60 of the 120 credits ($^{3}/_{6}$ of the modules) are compulsory modules to ensure students study topics and themes appropriate to the pathway specialism. Students then have the option to choose either the 40 credit 'Dissertation,' module and one other 20 credit optional module or the 20 credit 'Organisational Consultancy' module and two other 20 credit modules.

Level 6 Modules (Compulsory Modules)

Dissertation

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

Organisational Consultancy

The aim of this module is to combine the processes of consultancy and project management with the effective management of change. Students will be encouraged to develop a reflective, active, positive approach and to demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are innovative and creative in their undertakings.

Accounting

Strategic Management and Sustainability

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

Corporate Reporting and Social Responsibility

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

International Financial Management

This module aims to provide students with an understanding of the fundamental international financial management techniques. It will enable students to develop an analytical approach to financial strategy and the attainment of international corporate objectives.

Business Management

Strategic Management and Sustainability

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

International Financial Management

This module aims to provide students with an understanding of the fundamental international financial management techniques. It will enable students to develop an analytical approach to financial strategy and the attainment of international corporate objectives.

Leadership and Management: Theory and Practice

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

Business and Finance

Strategic Management and Sustainability

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

Corporate Governance and Social Responsibility

This module aims to provide students with the knowledge, skills and judgement of corporate governance and social responsibility in the context of an overall ethical framework.

International Financial Management

This module aims to provide students with an understanding of the fundamental international financial management techniques. It will enable students to develop an analytical approach to financial strategy and the attainment of international corporate objectives.

Human Resource Management

Strategic Management and Sustainability

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

The HR Professional

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

Employment Relations and Reward

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

Management and Leadership

Strategic Management and Sustainability

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

Leadership and Management: Theory and Practice

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

Critical Perspectives on Management

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

Marketing Management

Strategic Management and Sustainability

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

Marketing Planning and Practice

This module aims to apply the concept of the marketing planning process to a variety of organisational contexts and sectors with a view to producing an innovative, robust strategic marketing plan responsive to market changes and to assess the challenges posed by a dynamic marketing environment to the needs of the marketing planning process in different organisations.

Contemporary Issues in Marketing and Management

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

E-Business

Strategic Management and Sustainability

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

Contemporary Themes in E-Business

To enable students to evaluate critically the current and emerging e-Business themes or applications, and recognise that the effective and innovative management of contemporary e-Business systems can create and help sustain competitive advantage

Web Analytics

Digital marketing is growing in importance to all organisations. No other media offers such exact measuring and monitoring of the return on investment (RIO). How much profit made from digital advertising compared to spend. Return on investment (ROI) measures the ratio of profits to advertising costs. Web analytics will review the effectiveness of company communications and customer interactions on a range of digital marketing platforms including website, social media presences and mobile marketing. Social media monitoring involves using tools to listen to conversations about a brand across digital platforms and taking appropriate action.

International Business

Strategic Management and Sustainability

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

Global Marketing Strategy

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

International Financial Management

This module aims to provide students with an understanding of the fundamental international financial management techniques. It will enable students to develop an analytical approach to financial strategy and the attainment of international corporate objectives.

Entrepreneurship

Strategic Management and Sustainability

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

International Entrepreneurship

This module will provide a review of global differences in relation to the opportunities and challenges facing entrepreneurs around the world: cultural, social, economic and political influences and how entrepreneurial activities differ in these different contexts. It will develop a critical understanding about the processes of international entrepreneurship.

Contemporary Issues in Marketing and Management

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

Sustainable Management

Strategic Management and Sustainability

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

Accounting for Sustainability and the Environment

The aim of this module is to develop an appreciation of the role accounting can play in developing a business framework which supports sustainability and the environment; techniques which can be used, useful applications and limitations of the methodology. It will also assess and evaluate the component parts of the business world, identifying

exemplar organisations which adopt and embrace the sustainability ethos as part of their business strategy.

Critical Perspectives on Management

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

Level 6 modules (Optional Modules)

Contemporary Issues in Management Accounting

The aim of this module is to allow students to develop a systematic understanding of contemporary issues in management accounting. It will also critically appraise contemporary thinking within the management accounting field of study.

Delivering Customer Value

The aim of this module is to develop a marketing communications strategy and plans that contribute to the attainment of key business and marketing objectives whilst delivering customer value. It will also assess the importance of channel management and the factors that will determine and influence choice of channel management strategy to ensure delivery of customer value and analyse customer service expectations in different organisational contexts and develop solutions to deliver high levels of service to customers in different segments.

International Business Communications

This module will focus on developing a greater intercultural awareness in international business contexts. It will develop more effectiveness in business communication in international scenarios in English.

Managing Internationally

To develop students' understanding of the global business management environment with a particular focus on the impact of differences in culture.

Public Sector Finance and Control

This module aims to build on previous financial accounting studies and introduce the student to public sector finance, the processes and practices of financial management, governance and control, which contribute to promoting public stewardship and accountability.

Sandwich Placement

With the Government and QAA's increased focus on employability and work based learning this elective module is designed to provide students with an opportunity to fully develop their vocational skills within the Industry whilst focusing on enhancing their practical organisation and management understanding. The module allows students to spend a year working in industry and so provides greater opportunities for observation and evaluation in order to apply learning in a practical context. Where possible the module aims to progress the student work based skills to gain either supervisory experience or develop a specialism. In the current economic climate it may also allow students who are struggling financially to earn much needed revenue to help support them through their final year of studies. The Sandwich Placement also allows students to experience working in the UK or internationally, and if they wish an opportunity to develop their skills working with more than one organisation. Furthermore this allows for greater comparative evaluation of management issues and policies. Students will be encouraged to complete the level 6 organisational consultancy module or dissertation linked to their sandwich placement experience.

A table detailing the modules on the programme, clearly indicating their level and credit value.

Table 4:
Details of proposed programmes on the Undergraduate Business Portfolio:

BA (HONOURS, ORDINARY AND WITH PLACEMENT YEAR) (and corresponding Certificate of Higher Education and Diploma of Higher Education):
Accounting Business and Finance Business Management E-Business Entrepreneurship Human Resource Management Management and Leadership Marketing Management International Business Sustainable Management
HIGHER NATIONAL DIPLOMA:
Business Management Business and Finance
HIGHER NATIONAL CERTIFICATE:
Business Management
FOUNDATION DEGREE
Business Management
CERTIFICATE OF HIGHER EDUCATION
Business Management

Key

a. CHE/HNC= 120-credits at level 4
b. DHE/HND/FdA = 240-credits at levels 4 and 5
c. BA (Ord) modules (60-credits) are all the compulsory modules in level 6
d. BA (Hons) = 360-credits at levels 4, 5 and 6

Table 5:
Details the modules on the programmes and indicates their level and credit value. The proposed Undergraduate Portfolio Structures for Business Programmes:

Accounting (BA Only)	Business Management (BA/HND/HNC/FdA/CertHE)	Business & Finance (BA/HND)
Level 4	Level 4	Level 4
Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)
Accounting Fundamentals (20)	Accounting Fundamentals (20)	Accounting Fundamentals (20)
Marketing Essentials (20)	Marketing Essentials (20)	Marketing Essentials (20)
The Global Business Environment (20)	The Global Business Environment (20)	The Global Business Environment (20)
Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)
Community Engagement (20)	Community Engagement (20)	Community Engagement (20)
Level 5	Level 5	Level 5
Financial Reporting (20)	Entrepreneurship (20)	Entrepreneurship (20)
Management Accounting (20)	Management Accounting (20)	Management Accounting (20)
Taxation (20)	Managing People (20)	Global Financial Markets (20)
Auditing, Ethics and Corporate Governance (20)	Data Handling & Business Intelligence (20)	Data Management & Business Intelligence (20)
Options (40 credits)	Options (40 credits)	Options (40 credits)
Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)
Level 6	Level 6	Level 6
Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)
Corporate Reporting and Social Responsibility (20)	International Financial Management (20)	Corporate Governance and Social Responsibility (20)
International Financial Management (20)	Leadership and Management Theory and Practice (20)	International Financial Management (20)
Options (60 credits)	Options (60 credits)	Options (60 credits)
Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules

Human Resource Management (BA Only)	Management and Leadership (BA Only)	Marketing Management (BA Only)

Level 4	Level 4	Level 4
Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)
Accounting Fundamentals (20)	Accounting Fundamentals (20)	Accounting Fundamentals (20)
Marketing Essentials (20)	Marketing Essentials (20)	Marketing Essentials (20)
The Global Business Environment (20)	The Global Business Environment (20)	The Global Business Environment (20)
Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)
Community Engagement (20)	Community Engagement (20)	Community Engagement (20)

Level 5	Level 5	Level 5
Entrepreneurship (20)	Entrepreneurship (20)	Entrepreneurship (20)
The Human Resources Professional (20)	Managing People (20)	The Marketing Environment (20)
Managing People (20)	Skills for Managing (20)	Marketing Information Systems (20)
The Legal Framework (20)	Management Ethics (20)	Marketing Communications (20)
Options (40 credits)	Options (40 credits)	Options (40 credits)
Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)

Level 6	Level 6	Level 6
Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)
Contemporary Human Resources in Practice (20)	Leadership and Management Theory and Practice (20)	Marketing Planning and Practice (20)
Employment Relations and Reward (20)	Critical Perspectives Management (20)	Contemporary Issues in Marketing and Management (20)
Options (60 credits)	Options (60 credits)	Options (60 credits)
Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules

E-Business (BA Only)	International Business (BA Only)	Entrepreneurship (BA Only)
Level 4	**Level 4**	**Level 4**
Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)
Accounting Fundamentals (20)	Accounting Fundamentals (20)	Accounting Fundamentals (20)
Marketing Essentials (20)	Marketing Essentials (20)	Marketing Essentials (20)
The Global Business Environment (20)	The Global Business Environment (20)	The Global Business Environment (20)
Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)
Community Engagement (20)	Community Engagement (20)	Community Engagement (20)
Level 5	**Level 5**	**Level 5**
Data Management & Business Intelligence (20)	Global Financial Markets (20)	Entrepreneurship (20)
E-Commerce (20)	International Economic Trends (20)	Creativity and Innovation (20)
Information Systems Security (20)	Marketing Communications (20)	The Legal Framework (20)
Digital Marketing (20)	Management Ethics(20)	Enterprising Organisations (20)
Options (40 credits)	**Options (40 credits)**	**Options (40 credits)**
Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)
Level 6	**Level 6**	**Level 6**
Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)
Contemporary Themes in E-business (20)	Global Marketing Strategy (20)	International Entrepreneurship (20)
Web Analytics (20)	International Financial Management (20)	Contemporary Issues in Marketing and Management (20)
Options (60 credits)	**Options (60 credits)**	**Options (60 credits)**
Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules

Sustainable Management (BA Only)

Level 4
Applied Personal & Professional Development (20)
Accounting Fundamentals (20)
Marketing Essentials (20)
The Global Business Environment (20)
Introducing the Modern Workplace (20)
Community Engagement (20)

Level 5
Green Management (20)
Managing the Sustainable Organisation (20)
Management Ethics (20)
The Legal Framework (20)
Options (40 credits)
Select two 20-credit option modules from level 5 of the Portfolio (40)

Level 6
Strategic Management & Sustainability (20)
Critical Perspectives on Management (20)
Accounting for Sustainability and the Environment (20)
Options (60 credits)
Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules

Proposed Foundation Degree Structure

Business Management FdA

Level 4
Accounting Fundamentals (20)
Marketing Essentials (20)
The Global Business Environment (20)
Introducing the Modern Workplace (20)
Work Based Learning (20)
Industry Skills (20)

Level 5
Entrepreneurship (20)
Management Accounting (20)
Managing People (20)
Data Management & Business Intelligence (20)
Key Skills for Employability (20)
Applied Work Based Learning (20)

Programme Aims

The programme has the following general educational and specific programme aims

Programme Learning Outcomes

In accord with the University's mission, the programmes aim to provide a full and satisfying vocational experience appropriate to Certificate of Education awards, Higher National awards, Foundation degree awards and Ordinary/Honours degree awards, which will develop the student's ability to understand concepts, apply academic rigour and appraise critically the issues involved in the study of contemporary business and organisations, and stimulate creativity in the development of workable solutions.

BA (Honours) Programmes

Aims and Learning Outcomes for the Honours Programmes

The Portfolio has the following general aims that take account of the Quality Assurance Agency Framework for Higher Education Qualifications (level descriptors) for Honour's degrees (see Section 5.2):

1. To develop in students a systematic understanding of key aspects of a range of concepts, principles and techniques associated with their particular pathway of study, some of which may be at the forefront of the discipline.

2. To encourage students to select and deploy accurately established methodologies, techniques, and tools relevant to the analysis of a range of organisational-related problems, opportunities and contexts.

3. To promote a systematic understanding of current and emerging themes in management.

4. To provide an opportunity for students to demonstrate academic rigour appropriate to honours level through critical thinking, analysis, and synthesis skills.

5. To prepare students for a career in management by developing in students the transferable skills required in the employment context and the lifelong learning skills that that contribute to society at large.

The general programme aims are met by students achieving the general intended learning outcomes given below.

Subject knowledge and understanding:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge & systematic understanding of facts, concepts, principles and theories relevant to the pathway.

2. Select and deploy accurately established methodologies, techniques, and tools relevant to the analysis and evaluation of organisations, environments and management.

3. Demonstrate a systematic understanding of current and emerging pervasive themes relevant to the pathway, which may include business innovation, creativity and enterprise, sustainability, globalisation corporate social responsibility, knowledge and risk management.

4. Demonstrate detailed knowledge and systematic understanding of the characteristics and concepts of markets and marketing techniques and the importance of a customer-oriented approach.

5. Evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources.

Cognitive abilities and generic skills:

On completion of this programme, students will be able to:

1. Synthesise and apply the methods and techniques that have been learned, to review, consolidate, evaluate critically and extend knowledge and understanding.

2. Demonstrate vocationally-relevant managerial problem solving and decision making skills using appropriate quantitative and qualitative skills including identifying, formulating and solving a range of pathway-specific problems in a variety of real-world contexts.

3. Communicate the results of his/her work accurately and reliably, in a structured and coherent format using a range of media, including written and oral presentations using visual media.

4. Demonstrate numeracy skills including the ability to manipulate, analyse, interpret and extrapolate financial and other numerical data, using established frameworks and models.

5. Use effectively communication and information technology in acquiring, analysing and communicating information, including the use of spreadsheets, word processing software and online databases.

6. Perform effectively both individually and within a team environment, using interpersonal skills appropriately to manage group projects.

7. Research, integrate and critically evaluate information from a variety of sources, including the acknowledgement and referencing of sources.

8. Demonstrate reflection, self-awareness and self-management in planning and managing their own learning and lifelong continuous professional development.

9. Demonstrate sensitivity to diversity in terms of people, cultures, and management issues.

10. Consider professional, ethical, social, environmental and safety issues which directly pertain to the context of study including relevant legislation.

Pathway Specific Aims and Learning Outcomes for the Honours Programmes

By level 6, the module content will have diverged along pathway themes to create a distinct identity for each programme.

BA (HONOURS) ACCOUNTING

The BA Accounting pathway is designed to meet the needs of those students who may wish to study accounting as a specialised area of business, possibly with the objective of pursuing a professional qualification after graduating. The philosophy of the pathway is to initially provide students with a broad-based understanding of business management and marketing essentials, followed by specialisation in finance and how accounting systems fit into the business and wider environment. This is in accord with section 2.1 of the QAA subject benchmark statements for accounting which '*requires students to study how the design, operation and validation of accounting systems affect, and are affected by, individuals, organisations, markets society and the environment.*' and '*requires the study of the operation and design of financial systems, risk, financial structures, and financial instruments.*' Students will be equipped with the knowledge and expertise to eventually proceed to professional level. In harmony with section 2.2 which covers '*the relationship with the requirements of the various professional accountancy bodies in the* UK', the pathway modules have been written to include the requisite indicative content that will allow graduates to obtain the maximum exemption opportunities from the professional bodies including ACCA, CIMA and CIPFA. The combination of accounting knowledge and application skills provides the vocational, transferable skills desired by today's employers.

A graduate from the programme would be expected to demonstrate knowledge of a range of accounting functions, techniques, strategies, environments, and contexts and undertake a variety of tasks associated with the effective management and financial reporting/decision making in order to maintain competitive advantage. This will require an in-depth knowledge of issues within the accounting environment: for example: financial reporting, international financial management, taxation, auditing, ethics and corporate governance, relating to both the commercial sector and public organisations. Consequently, graduates of this pathway will have the attributes desired by employers who require specific accounting skills.

The specific aims are to provide the student with:

1. A systematic understanding and detailed knowledge of accounting techniques and methods applicable to organisations in both the commercial and public sectors.

2. The ability to select and deploy accurately established methodologies, techniques and tools relevant to accounting and decision making, with respect to a range of organisational–related problems, opportunities and contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of key issues involved in accounting for organisations in both the commercial and public sectors.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within accounting for organisations which operate in changing environments, in order to meet stakeholder's interests.

3. Demonstrate, apply and evaluate current and emerging issues in the accounting environment, which may include sustainability, governance, risk management, social responsibility.

4. Discuss, evaluate and apply vocationally relevant concepts, techniques and models associated with managing and accounting for a range of organisations.

BA (HONOURS) BUSINESS MANAGEMENT

The BA Business pathway is designed to meet the needs of those students who prefer to study business organisations without the desire to specialise in a functional area or business sector. The philosophy of the pathway is to provide students with a broad-based understanding of business organisations, their management and the environments in which they operate.

This is in accord with section 2.1 of the QAA subject benchmark statements for general business and management, which states that the purpose of a general business programme is threefold:

- *'study of organisations, their management and the changing external environment in which they operate*
- *preparation for and development of a career in business and management*
- *enhancement of lifelong learning skills and personal development to contribute to society at large'*.

In harmony with the general nature of the subject benchmark section 2.2 for the study of business organisations, '*students will study a wide range of organisational types, including public, private and not-for-profit, together with a comprehensive range of sizes and structures for organisations'*. The context is multi-disciplinary; students will gain expertise in a wide range of business functional areas and sectors, and will be encouraged to develop confident and creative solutions to a variety of business related problems and opportunities. '*Business and management degrees are strongly related to practice and therefore there should be a strong link between the development of skills and employability of graduates'* (subject benchmark section 3.8). Consequently, students' expertise will be based on a systematic understanding of the underpinning business concepts, principles and techniques and their *application* in a variety of

contemporary real-world business scenarios and contexts. The combination of business knowledge and application skills provides the vocational, transferable skills desired by today's employers. As described in section 2.3 of the subject benchmark, '*this includes the encouragement of positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment*'.

A graduate from the programme would be expected to demonstrate knowledge of a range of highly integrated business functions, strategies, environments and contexts and undertake a variety of tasks associated with the effective operation and management of business organisations for competitive advantage. This will require an in-depth knowledge of financial, human resource and marketing management issues allied with contemporary impacts on competitive advantage such as globalization sustainability and the management of information for decision-making.

The government and academic initiatives designed to promote entrepreneurship (including self-employment and intrapreneurship within employing organisations), support the provision of business learning related to all sizes of business enterprise in diverse sectors of the economy. Consequently, graduates of this pathway will have the skills desired in an exceedingly wide range of employment opportunities.

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation, entrepreneurship and sustainability.

2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to business management, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within business organisations in changing environments, and develop and/or appraise business policies and strategies, including those about sustainability, to meet stakeholder interests.

3. Appraise the role of data management and business intelligence within an organisation and how the management and exploitation of information supports and impacts the functional business areas and competitive advantage.

4. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally- and/or commercially-oriented business plans and reports.

BA (HONOURS) BUSINESS AND FINANCE

The BA Business and Finance pathway is designed to meet the needs of students who want to study a combination of business functions and related themes, together with key financial topics. This provides students with the opportunity to pursue a more general business career, with the option at a later of specialising in either business or finance. The philosophy of the pathway is to initially provide students with a broad-based understanding of business, management and marketing essentials. This would be followed by specialisation in certain areas of business and finance, which would equip students with the knowledge and expertise to eventually pursue managerial positions.

This is in accordance with section 2.1 of the QAA subject benchmark statements for general business and management, which can be applied to the purpose of a general business and finance programme, and states three key purposes:

- 'study of organisations, their management and the changing external environment in which they operate
- preparation for the development of a career in business and finance
- enhancement of lifelong learning skills and personal development to contribute to society at large'.

The pathway modules have been written to provide a combination of key business and finance knowledge together with application skills, providing the vocational, transferable skills desired by today's employers. A graduate from the programme would be expected to demonstrate knowledge of a range of business and finance functions, techniques, strategies, environments and contexts.

This is in harmony with the general nature of the subject benchmark section 2.2 for the study of business organisations,' students will study a wide range of organisational types, including public, private and not-for-profit, together with a comprehensive range of sizes and structures for organisations'.

They would be expected to undertake a variety of tasks associated with the effective management, financing, data management in a business environment, which would help a business achieve and sustain competitive advantage. As described in section 2.3 of the subject benchmark, 'this includes the encouragement of positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment'

This will require an in-depth knowledge of issues within the business and finance area, for example: Financial Reporting, Entrepreneurship, Data Management and Business Intelligence and International Financial Management, relating to both the commercial sector and public organisations.

Consequently, graduates of this pathway will have the attributes desired by employers who require general business and financial skills. It is expected that graduates of this award will be able to gain a number of exemptions from the Chartered Accountancy Professional bodies, including ACCA, CIMA and CIPFA.

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of business and accounting techniques/methods and concepts relevant to the management of business organisations, the environments in which they operate, and issues relevant to innovation and entrepreneurship.

2. the ability to select and deploy accurately established methodologies, techniques and tools relevant to accounting, decision-making and business organisations with respect to a range of organisational-related problems, opportunities and contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the financial control and management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of accounting and business conceptual frameworks and tools to analyse critically complex problems that occur within business organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.

3. Demonstrate vocational, entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business and IT problems and opportunities.

4. Evaluate critically contemporary issues emerging in the business and finance environment, which may include sustainability, social responsibility and corporate governance.

BA (HONOURS) HUMAN RESOURCE MANAGEMENT (HRM)

The HRM Pathway is designed to meet the needs of those students who wish to specialise in a functional area. In the main, students wishing to study HRM come straight from schools and colleges where they have pursued a wide range of subjects, including Business. Most students would have successfully completed GCSE/A-level or BTEC Business Studies. It is also hoped the HRM Pathway will attract mature students who are looking to secure a degree and ultimately a professional qualification in HRM. Such students may be taking a career break to study, or have been subjected to redundancy.

The content of the HRM Pathway is informed by the QAA Subject Benchmarks for Business and Management, the Chartered Institute of Personnel and Development (CIPD) 2009 research on subject reviews for their new professional qualification portfolio forthcoming and the QAA Framework for Higher Education Qualifications.

The philosophy of the HRM Pathway is to provide students with the challenges and opportunities that will enable them develop as a HRM professional and have a rewarding career. Furthermore, the HRM Pathway will provide a route for students to build up their knowledge and understanding of the contexts of contemporary organisations within which HRM professionals work and interact with other functional areas, for example, marketing, finance and general management. The HRM Pathway has a distinctive route and embraces the main functional areas of HRM in the inclusion of modules related to: resourcing, relations, development and reward.

According to the CIPD (2009), as the skills employers seek become more specialised, employment markets have tightened, leading to an increased demand for HRM specialists that can professionally administer and manage a range of sophisticated policies and procedures that serve to recruit and retain a talented workforce. This is reflected in the increased use of proactive diversity management, employer branding, work–life balance initiatives and innovative approaches to job design, all of which are areas covered in modules throughout the HRM Pathway and that make it distinct. Such is also evidenced within the Business and Management Subject Benchmarks that incorporate the importance of students gaining knowledge and understanding of: *"the management and development of people within organisations*"; and *"the development of appropriate policies and strategies within a changing environment to meet stakeholder interests"*

To prepare them for the working environment, students following the HRM Pathway will be exposed to the demands of employers within both the public and private sectors and within small, medium and large enterprises. Central to the HRM Pathway Rationale is that students learn and understand that a major and fundamental objective of the HRM function is the mobilisation of a workforce and that organisations within any sector and of any size can only function if they are able to assemble together teams of people with the necessary skills, attitudes and experience to meet the organisations objectives (CIPD, 2009). This is further acknowledged within the Subject Benchmarks for Business and Management that promote the acquisition of skills in managing *"effective performance within a team environment ..."*

To enable students develop as HRM professionals and eventually meet the CIPD Code of Professional Conduct, throughout the HRM Pathway, students are required to reflect critically on theory, research and practice from an ethical and professional standpoint with an emphasis on diversity, inclusivity and an international context (CIPD, 2009). To this end, the HRM Pathway provides opportunities for applied learning and a journey towards continuous professional development that is ongoing and reflective and that will ultimately serve to allow them contribute to society at large.

The teaching and learning strategy employed within the HRM Pathway will be both challenging and varied. Modules will incorporate innovative strategies such as enquiry based learning (EBL), technology enhanced learning (TEL) and case study work. Methods of both formative and summative assessment will be reflective of what will be expected of students as they enter the world of work. These will include students having to: make presentations; write reports; initiate projects; solve challenging and complex issues; conduct and analyse research that they may use within the workplace. Notwithstanding, the traditional methods of assessment using examinations will be maintained. Each method of assessment is intended to serve the needs of students as they prepare for lifelong learning and the demands of professional life. Overall, the teaching and learning strategies adopted throughout the HRM Pathway are in service of enabling students grow intellectually and prepare for the demands of a career as a HRM professional (CIPD, 2009) and to eventually pursue professional status and obtain CIPD membership.

Upon graduation, it is expected students could undertake HR positions where they:

- have responsibility for human resource (HR) decision making within an organisation at operational, tactical and with increasing experience, strategic level
- can work in a team or HR functional management role as a means to develop their career towards senior management/executive level
- have responsibilities for HR functional activities within an organisation without a specialist HR function
- work independently or employed as “apprentice” consultants who support organisations in meeting and exceeding their HR goals
- can develop and fulfil their HR career and CIPD professional membership aspirations.

The specific aims of the HRM Pathway are to provide the student with:

1. A systematic understanding and detailed knowledge of HRM and the concepts and theories relevant to the fair, efficient and effective management of people within varying organisations and sectors.

2. The ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to the ethical and professional management of people in order to devise strategy and exploit current and future opportunities within any particular context.

On completion of this programme, students will have greatly increased their competence through intellectual growth, personal and professional development. The programme aims are met by students achieving the specific intended learning outcomes given below:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within business organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.

3. Appraise the function of HRM within an organisation and how the role of the HR professional supports other functional areas through the fair, efficient and effective resourcing and management of people within diverse organisations.

4. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of a specific HRM situation that incorporates the finding of business case solutions to challenges that are related to the deliverance of the strategic aims of a business.

BA (HONOURS) MANAGEMENT & LEADERSHIP

In the UK generally and particularly in Wales, a skills gap exists in the areas of management and leadership when compared with our international competitors. The Welsh Assembly Government report 'Skills that Work for Wales' (2008), for example, suggests that investment in skills, especially for leadership and management development, is essential. The Management & Leadership Pathway is designed to narrow that gap by offering students the opportunity to explore models, theories and concepts of management and leadership and to comprehend how they may be used to promote the effectiveness of themselves and others in a variety of work and organisational contexts. It specifically addresses a number skills identified in 3.9 of the Subject Benchmark Statement for General Business and Management (QAA, 2007) and in particular to the "Effective performance, within a team environment, including leadership, team building, influencing and project management skills".

The course is designed to develop leadership competence and capability based on an understanding of decision making, management development, entrepreneurship, performance management and financial leadership that focuses on strategic, critical and applied approaches to management that in turn supports organisational viability and sustainability. Drawing from a broad disciplinary field, the pathway will help individuals enhance their personal, people management and leadership skills.

A graduate of the pathway would be introduced to new theories, processes and practices on leadership and management and be expected to show how they can lead and deliver efficiency and effectiveness in business. As such the pathway explores interrelatedness of organisations, management and their external and internal environments through a unique leadership and management focus. In doing so it mirrors the 3.3-3.6 of the Subject Benchmark Statement for General Business and Management (QAA, 2007). 3.3 states, "The interrelationships among and the interconnectedness between these areas are very important within the overall student learning experience, and should be demonstrated in the capabilities of successful graduates from all modes of delivery." Students will be expected to demonstrate knowledge of how organizations benefit through developing people which in turn can help drive and sustain growth and profitability. Management and leadership can expose people to specific techniques, practices and ideas that can contribute to increased levels of sustained performance, develop a culture that is responsive to customer needs and respond appropriately to changes in the business environment.

Leadership and management development initiatives have received considerable interest from both the UK and Welsh Assembly government as a way of promoting economic prosperity and organisational viability. This pathway also responds to those initiatives and supports the provision of leadership and management learning in all forms of enterprises and underpins career and personal aspirations in ever widening spheres of employment.

The specific aims are to provide the student with:

1. a systematic understanding of concepts, principles, policies and practices, including sustainability, that inform management and leadership;

2. transferable skills in leadership and management development

On completion of this programme, students will have improved their leadership skills, developed and intellectual appreciation of the role of leaders in modern organisations and how a systematic understanding of leadership and management can contribute to

their own personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of the programme students will be able to:

1. Demonstrate detailed knowledge and systematic understanding of theory and practice of leadership and management, including sustainability issues, in a wide range of organisational contexts;

2. Ability to provide strategic advice or lead, monitor and support people to resolve operational issues and analyse approaches to change and change management in order to promote excellence in leadership skills and practice;

3. Appraise the role of leaders in modern work organisations and how they contribute to entrepreneurial activity and organisational viability.

4. Analyse their own management and leadership skills; and reflect critically on leadership, management and change in organisational settings in order to apply their learning.

BA (HONOURS) MARKETING MANAGEMENT

The BA Marketing programme is designed to meet the demands of students who will seek careers in a wide variety of organizations in the private, public or third sectors, with a particular emphasis on the needs of those looking to work with products, including services, and the various areas of marketing communications. Of all the business disciplines, marketing is amongst the most dynamic, being subjected to the ever changing demands of the marketing environment where forces such as technology, globalisation and competition necessitate responses and pro-active actions in all areas of the marketing mix. These three key forces undoubtedly mean that all organizations in all sectors must be aware of the need for constant review of product and marketing communications strategies in particular, and no organization in today's marketing environment can expect to thrive without being able to call on marketing expertise to support it in the market place. Whereas the nineties saw a growth in services marketing, it is the not-for-profit sector, which has woken up to the need for effective marketing practice in the twenty first century, with even the monopoly service providers employing marketing communicators and adopting the marketing concept. This, coupled with the ongoing need for sophisticated marketing practice in the private sector, the development of new technologies for marketing communications and the threat of new entrants to traditional markets, means that, more than ever, the organization needs marketing graduates.

All major sectors, therefore, will be attractive to the marketing graduate and the programme aims to meet the needs of all its publics, including student customers and the wider business community. Mindful of responsibilities to the environment, the programme will endeavour to promote an ethical and sustainable approach to marketing throughout its core themes, thereby benefitting the wider community as well as employees and customers.

Distinctiveness of the programme

Business school has a long and proud association with the Chartered Institute of Marketing, offering the CIM Post Graduate Diploma in its portfolio of professional programmes. The programme is designed to allow accreditation with the Chartered Institute's programmes at Levels 5 and 6 where possible. The distinctiveness, therefore, of the programme, is evident through the compulsory nature of the modules which focus on the QAA benchmarks concerning customers and markets, and the mapping of the modules against CIM professional qualifications. The Business school marketing team has consulted widely with its publics in the private, public and not-for-profit sectors, not least in the uniformed public services, as well as the principal professional body, the Chartered Institute of Marketing. It has also consulted colleagues and students in schools and further education in the South West Wales region and these consultations have significantly informed the development of the proposed programme.

As with the BA Business, the BA Marketing pathway is designed to meet the needs of those students who prefer to study business organisations, but more specifically with the desire to specialise in the functional area of marketing, whereby at the same time receiving an underpinning knowledge of business in practice.

The context will be multi-disciplinary at Level 4 but will focus more on the specifics of marketing in the business environment at Levels 5 and 6, where a greater emphasis is placed upon the on the development of an in depth knowledge of customers and markets, in line with QAA subject benchmarks for business and management.

Students will gain expertise in managing products, pricing, distribution and people in marketing and will be particularly encouraged to develop creative and innovative strategy in marketing communications, whilst being aware of the need for all marketing mix strategy to respond to the dynamic forces in the marketing environment. The development of student expertise will be based on the systematic understanding of the underpinning business concepts, principles and techniques with particular emphasis on the application of the marketing concept in today's complex business contexts and scenarios. The combination of business and marketing knowledge and applied marketing skills will provide the transferable skills in demand by employers in all sectors both in a UK, European and wider global context.

Graduates of the BA Marketing Management programme should be able to demonstrate knowledge of all business functions with an in depth knowledge of the marketing function. A broad knowledge of strategy, environmental challenges will be expected as will the demonstrated ability to undertake a variety of marketing related roles and tasks as demanded by today's employers in all sectors.

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of marketing for all types of business organisations, concepts relevant to the management of marketing in business, the impact of the marketing environmental forces and issues relevant to innovation and entrepreneurship.

2. the ability to conceptualise devise, modify, and/or apply analytical frameworks appropriate to marketing in business management, in order to devise marketing strategy and exploit current and future opportunities within particular contexts.

On completion of the programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students' achieving the learning outcomes given below

On completion of this programme, students will be able to:

1. Demonstrate a detailed knowledge and a systematic understanding of the key contemporary issues involved with the marketing environment and the management of marketing in business such as marketing communications, customer service, and marketing research.

2. Demonstrate an understanding and an ability to critically evaluate the key pervasive issues involved with the management of the other major business functions including finance, management and human resources.

3. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within marketing planning in dynamic environments, and develop and/or appraise marketing strategies and policies to meet the interests of the marketer's publics.

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

BA (HONOURS) INTERNATIONAL BUSINESS

The rise of multinational corporations, joint ventures and foreign direct investment means that today's manager needs to be able to operate in a global and multicultural business environment. This BA (Honours) International Business programme aims to address the need for graduates who can function in an international business environment, and will prepare them for careers with organisations that do business across national borders. The pathway is designed to meet the needs of those students who prefer to study business organisations in an international context, without the desire to specialise in a functional area or business sector. The philosophy of the pathway is to provide students with a broad-based understanding of international business organisations, their management and cultures and the global environments in which they operate.

This is in accord with section 2.1 of the QAA subject benchmark statements for general business and management, which states that the purpose of a general business programme is threefold:

- *'study of organisations, their management and the changing external environment in which they operate*
- *preparation for and development of a career in business and management*
- *enhancement of lifelong learning skills and personal development to contribute to society at large'*.

However, this programme is distinct when compared to general Business programmes as its emphasis is on the international dimension.

It is likely that the programme will also attract applicants from outside the UK. Business school recruits well in International markets and the market continues to grow. Typically, international students wish to learn business concepts in the wider context (not regionally based). They wish to relate/compare the business theories learned with their application in the student's home country or one with which they are familiar, and thereby 'play to their strengths'. This programme, therefore, provides modules that focus on international/global commerce (e.g. *Global Financial Markets,' International Economic Trends,'* '*Global Marketing Strategy,' 'International Financial Management,'* and *'Managing Internationally,'* etc.).

As well as providing academic rigour, the programme has a vocational emphasis. A graduate from the programme would be expected to demonstrate knowledge of a range of international business functions, strategies, environments and contexts. Consequently, graduates of this pathway will have the skills desired in an exceedingly wide range of employment opportunities.

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of international business organisations, concepts, including sustainability, relevant to their management, cultures and the environments in which they operate.

2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to international business management, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues, including sustainability, involved with the management of a range of international business functions including finance, human resources and marketing.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within international business organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.

3. Appraise possible strategies for entering international markets with a view to justifying selection for organisations.

4. To enable students to develop an analytical approach to financial strategy and the attainment of international objectives.

BA (HONOURS) E-BUSINESS

Digital or 'e' business is today's leading form of doing business. Some of the largest organisations in the world, some of the fastest growing businesses in the world, the largest social network platform in the world and the largest information search and retrieval system in the world are all e-businesses. Indeed any organisation needs to understand how to 'enhance the digital' if it is to survive and thrive in today's fast-moving world. To this end, the BA (Honours) E-Business programme aims to address the need for graduates who can focus on the technology and online business practices of an organisation. The pathway is designed to meet the needs of those students who prefer to study business and management in an e-business context. The philosophy of the pathway is to provide students with a broad-based understanding of e-business organisations, their management and cultures and the environments in which they operate.

The BA E-Business is designed to meet the needs of those students who prefer to study organisations in a digital or 'e' context, and receive an underpinning knowledge of e-business in practice.

The context will be multi-disciplinary at Level 4 but will focus more on the specifics of e-business at Levels 5 and 6, where a greater emphasis is placed on the development of an in depth knowledge of information systems and communication and information technologies, in line with QAA subject benchmarks (Subject Benchmark Section 3.7) for business and management.

This programme is distinct when compared to general business and management programmes as it emphasises the e-business dimension. This programme, therefore, provides modules that focus on e-business (e.g. '*Data Management and Business Intelligence,' 'E-Commerce,' Information Systems Security,' 'Digital Marketing,' Contemporary Themes in E-Business,' and 'Web Analytics'* etc.).

As well as providing academic rigour, the programme has a vocational emphasis. A graduate from the programme would be expected to demonstrate knowledge of a range of e-business initiatives, practices and strategies in a variety of environments and contexts. Consequently, graduates of this pathway will have the skills desired in an exceedingly wide range of employment opportunities.

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of e-business organisations, concepts, including sustainability, relevant to their management, cultures and the environments in which they operate.

2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to e-business management, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues, including sustainability, involved with the management of a range of e-business areas.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within e-business organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.

3. Appraise the role of e-Business and information systems within an organisation and how the management and exploitation of information systems supports and impacts the functional business areas and competitive advantage.

4. Demonstrate a systematic understanding of current and emerging e-Business themes or applications and the impact of their use in organisations and evaluate critically the issues associated with the management of these contemporary e-Business systems and their use for gaining competitive advantage.

BA (HONOURS) ENTREPRENEURSHIP

Small enterprises make up over 98% of organisations in the UK and they are essential for the growth of a healthy economy and a vehicle for job creation. As such there is a huge demand from small business owners for employees with the right skills. The BA (Honours) Entrepreneurship programme aims to address the need for graduates who can take advantage of business opportunities, streamline the entrepreneurial process and ultimately build and sustain a viable business venture either of their own design or at the request of an employer. The pathway is designed to meet the needs of those students who prefer to study business organisations of an entrepreneurial nature and will focus on supporting entrepreneurial thinking and business start-ups, with an emphasis on business, management and marketing. The philosophy of the pathway is to provide students with a broad-based understanding of entrepreneurial organisations, their management and cultures and the environments in which they operate.

The BA Entrepreneurship is designed to meet the needs of those students who prefer to study organisations in an entrepreneurial context, and receive an underpinning knowledge of entrepreneurial businesses in practice.

The context will be multi-disciplinary at Level 4 but will focus more on the specifics of entrepreneurship at Levels 5 and 6, where a greater emphasis is placed on the development of an in depth knowledge of innovation, enterprise development and entrepreneurship, in line with QAA subject benchmarks (Subject Benchmark Section 3.7) for business and management.

Students will gain the expertise they will need to start and maintain successful businesses including finance, marketing, strategy, innovation and creativity and developing viable business plans. They will also have expertise in a number of areas including leadership, influencing skills, sales and corporate social responsibility which are the essential ingredients for growing a business to a commercially viable level. The development of student expertise will be based on the systematic understanding of the underpinning business concepts, principles and techniques with particular emphasis in the entrepreneurial context. The focus on entrepreneurship with a focus on the combination of business, management and marketing knowledge and applied skills will

provide the student with the transferable skills to start their own business or that will be in demand by employers in all sectors in a UK, European and wider global context.

The government and academic initiatives designed to promote entrepreneurship (including self-employment and intrapreneurship within employing organisations), support the provision of business learning related to all sizes of business enterprise in diverse sectors of the economy. Consequently, graduates of this pathway will have the skills desired in an exceedingly wide range of employment opportunities.

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of entrepreneurial organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.

2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to the management of entrepreneurial organisations, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the management of a range of business functions in an entrepreneurial organisation including accounting and finance, marketing and human resources.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within entrepreneurial organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.

3. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally- and/or commercially-oriented business plans and reports.

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

BA (HONOURS) SUSTAINABLE MANAGEMENT

The growing business challenge of balancing people, the planet and profit means that today's managers need a detailed understanding of the context in which a modern business operates and the many interrelated factors that influence its operational environment. This BA (Honours) Sustainable Management programme aims to address the need for graduates who can focus on business practices and initiatives that are environmentally sustainable and socially responsible. The pathway is designed to meet the needs of those students who prefer to study business and management in a sustainable context. The philosophy of the pathway is to provide students with a broad-based understanding of the management skills and problem-solving knowledge needed to navigate the new economy and lead sustainable business practices and initiatives.

This is in accord with section 2.1 of the QAA subject benchmark statements for general business and management, which states that the purpose of a general business and management programme is threefold:

- *'study of organisations, their management and the changing external environment in which they operate*
- *preparation for and development of a career in business and management*
- *enhancement of lifelong learning skills and personal development to contribute to society at large'*.

However, this programme is distinct when compared to general business and management programmes as it emphasises the sustainability dimension. This programme, therefore, provides modules that focus on sustainability (e.g. '*Green Management,' 'Managing the Sustainable Organisation,' 'Strategic Management and Sustainability,' Critical Perspectives for Management,' and Accounting for Sustainability and the Environment,'* etc.).

As well as providing academic rigour, the programme has a vocational emphasis. A graduate from the programme would be expected to demonstrate knowledge of a range of sustainable business initiatives, practices and strategies in a variety of environments and contexts. Consequently, graduates of this pathway will have the skills desired in an exceedingly wide range of employment opportunities.

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of sustainable business organisations, concepts relevant to their management, cultures and the environments in which they operate.

2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to sustainable business management, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the management of a range of sustainable business organisations.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within sustainable business organisations in changing environments, and develop and/or appraise business principles and strategies to meet stakeholder interests.

3. Discuss, evaluate and apply vocationally relevant concepts, techniques and models for managing and accounting that are associated with sustainability, the environment and greening the organisation.

4. Examine how organisational leaders and managers develop and enable sustainable organisations.

BA (Ordinary) Programmes

Aims & Learning Outcomes for the BA Ordinary Programmes

In addition to the Honours programmes, the School will offer *Ordinary* degrees. To receive the award of an Ordinary degree, the student must achieve 300 credits, with a minimum of 60 credits from Level 6. The student must be registered on this award before the commencement of Level 6. The Ordinary Portfolio includes the same pathways as the Honours programmes.

The Ordinary programmes have similar general and pathway specific aims and learning outcomes as the Honours degree (section 4.3). However, as the Ordinary degree student will complete at level 6 only 60 credits the core modules, the aims and learning outcomes differ and are set out below.

1. To develop in students a systematic understanding of key aspects of a range of concepts, principles and techniques associated with their particular pathway of study, some of which may be at the forefront of the discipline.

2. To encourage students to deploy established methodologies, techniques, and tools relevant to the analysis of a range of organisational-related problems, opportunities and contexts.

3. To promote a systematic understanding of current and emerging themes in management.

4. To provide an opportunity for students to demonstrate academic rigour appropriate to ordinary level through critical thinking, analysis, and synthesis skills.

5. To develop in students the transferable skills required in the employment context.

The programme aims of the Ordinary Portfolio are met by students achieving the general intended learning outcomes given below.

Subject knowledge and understanding:

On completion of this programme, students will be able to:

1. Demonstrate knowledge & systematic understanding of facts, concepts, principles and theories relevant to the pathway.

2. Select and deploy established methodologies, techniques, and tools relevant to the analysis and evaluation of organisations, environments and management.

3. Demonstrate a systematic understanding of current and emerging pervasive themes relevant to the pathway, which may include business innovation, creativity and enterprise, sustainability, globalisation corporate social responsibility, knowledge and risk management.

4. Demonstrate knowledge and systematic understanding of the characteristics and concepts of markets and marketing techniques and the importance of a customer-oriented approach.

5. Evaluate and apply vocationally relevant concepts associated with the operational and strategic management of financial, human and physical resources.

Cognitive abilities and generic skills:

On completion of this programme, students will be able to:

1. Synthesise and apply the methods and techniques that have been learned, to review, consolidate and evaluate knowledge and understanding.

2. Demonstrate vocationally-relevant managerial problem solving and decision making skills using appropriate quantitative and qualitative skills including identifying, formulating and solving a range of pathway-specific problems in a variety of real-world contexts.

3. Communicate the results of his/her work accurately and reliably, in a structured and coherent format using a range of media, including written and oral presentations using visual media.

4. Demonstrate numeracy skills including the ability to manipulate, analyse, interpret and extrapolate financial and other numerical data, using established frameworks and models.

5. Use effectively communication and information technology in acquiring, analysing and communicating information, including the use of spreadsheets, word processing software and online databases.

6. Perform effectively both individually and within a team environment, using interpersonal skills appropriately to manage group projects.

7. Research, integrate and critically evaluate information from a variety of sources, including the acknowledgement and referencing of sources.

8. Demonstrate reflection, self-awareness and self-management in planning and managing their own learning and lifelong continuous professional development.

9. Demonstrate sensitivity to diversity in terms of people, cultures, and management issues.

10. Consider professional, ethical, social, environmental and safety issues which directly pertain to the context of study including relevant legislation.

Pathway Specific Aims and Learning Outcomes for the Ordinary Programmes

BA (ORDINARY) ACCOUNTING

The specific aims are to provide the student with:

1. A systematic understanding and detailed knowledge of accounting techniques and methods applicable to organisations in both the commercial and public sectors.

2. The ability to select and deploy accurately established methodologies, techniques and tools relevant to accounting and decision making, with respect to a range of organisational –related problems, opportunities and contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of key issues involved in accounting for organisations in both the commercial and public sectors.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within accounting for organisations which operate in changing environments, in order to meet stakeholder's interests.

3. Discuss, evaluate and apply vocationally relevant concepts, techniques and models associated with managing and accounting for a range of organisations.

BA (ORDINARY) BUSINESS MANAGEMENT

The specific aims are to provide the student with:

1. Systematic understanding and detailed knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.

2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to business management, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and systematic understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within business organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.

3. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally- and/or commercially-oriented business plans and reports.

BA (ORDINARY) BUSINESS AND FINANCE

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of business and accounting techniques/methods and concepts relevant to the management of business organisations, the environments in which they operate, and issues relevant to innovation and entrepreneurship.

2. the ability to select and deploy accurately established methodologies, techniques and tools relevant to accounting, decision-making and business organisations with respect to a range of organisational-related problems, opportunities and contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the financial control and management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of accounting and business conceptual frameworks and tools to analyse critically complex problems that occur within business organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.

3. Demonstrate vocational, entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business and IT problems and opportunities.

BA (ORDINARY) HUMAN RESOURCE MANAGEMENT (HRM)

The specific aims of the HRM Pathway are to provide the student with:

1. A systematic understanding and detailed knowledge of HRM and the concepts and theories relevant to the fair, efficient and effective management of people within varying organisations and sectors.

2. The ability to apply analytical frameworks appropriate to the ethical and professional management of people in order to devise strategy and exploit current and future opportunities within any particular context.

On completion of this programme, students will have greatly increased their competence through intellectual growth, personal and professional development. The programme aims are met by students achieving the specific intended learning outcomes given below:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of conceptual frameworks and tools to problems that occur within business organisations in changing environments, and appraise business policies and strategies to meet stakeholder interests.

3. Appraise the function of HRM within an organisation and how the role of the HR professional supports other functional areas through the fair, efficient and effective resourcing and management of people within diverse organisations.

BA (ORDINARY) MANAGEMENT & LEADERSHIP

The specific aims of the Pathway are to provide the student with:

1. a systematic understanding and detailed knowledge of concepts, principles, policies and practices that informs management and leadership.

2. transferable skills in leadership and management development.

On completion of this programme, students will have improved their leadership skills, developed and intellectual appreciation of the role of leaders in modern organisations and how a critical understanding of leadership and management can contribute to their own personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of the programme students will be able to:

1. Demonstrate detailed knowledge and systematic understanding of theory and practice of leadership and management in a wide range of organisational contexts;

2. Appraise the role of leaders in modern work organisations and how they contribute to entrepreneurial activity and organisational viability.

3. Analyse their own management and leadership skills; and reflect critically on leadership, management and change in organisational settings in order to apply their learning.

BA (ORDINARY) MARKETING MANAGEMENT

The specific aims are to provide the student with:

1. A systematic understanding and detailed knowledge of marketing for all types of business organisations, concepts relevant to the management of marketing in business, the impact of the marketing environmental forces and issues relevant to innovation and entrepreneurship.

2. An ability to devise, modify, and/or apply analytical frameworks appropriate to marketing in business management, in order to devise marketing strategy and exploit current and future opportunities within particular contexts.

On completion of the programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students' achieving the learning outcomes given below

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and systematic understanding of the key contemporary issues involved with the marketing environment and the management of marketing in business such as marketing communications and marketing research.

2. Demonstrate an understanding of and an ability to evaluate the key issues involved with the management of the other major business functions such as finance, management and human resources.

3. Identify a variety of conceptual frameworks and tools to review complex problems that occur within marketing planning in dynamic environments, and develop and/or appraise marketing strategies and policies to meet the interests of the marketer's publics.

BA (ORDINARY) INTERNATIONAL BUSINESS

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of international business organisations, concepts relevant to their management, cultures and the environments in which they operate.

2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to international business management, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the management of a range of international business functions including finance, human resources and marketing.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within international business organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.

3. Appraise the role of management cultures within organisations and the impact of alternative cultures on strategy.

BA (ORDINARY) E-BUSINESS

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of e-business organisations, concepts relevant to their management, cultures and the environments in which they operate.

2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to e-business management, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the management of a range of e-business areas.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within e-business organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.

3. Appraise the role of e-Business and information systems within an organisation and how the management and exploitation of information systems supports and impacts the functional business areas and competitive advantage.

BA (ORDINARY) ENTREPRENEURSHIP

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of entrepreneurial organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation, creativity and entrepreneurship.

2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to the management of entrepreneurial organisations, in order to devise strategy and exploit current and future opportunities within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the management of a range of business functions in an entrepreneurial organisation including accounting and finance, marketing and human resources.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within entrepreneurial organisations in changing environments, and develop and/or appraise business policies and strategies to meet stakeholder interests.

3. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally- and/or commercially-oriented business plans and reports.

BA (ORDINARY) SUSTAINABLE MANAGEMENT

The specific aims are to provide the student with:

1. a systematic understanding and detailed knowledge of sustainable business organisations, concepts relevant to their management, cultures and the environments in which they operate.

2. the ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to sustainable business management, in order to devise strategy and exploit current and future opportunities within particular contexts.

The specific aims are to provide the student with:

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate detailed knowledge and a systematic understanding of the key issues involved with the management of a range of sustainable business organisations.

2. Apply a variety of conceptual frameworks and tools to analyse critically complex problems that occur within sustainable business organisations in changing

environments, and develop and/or appraise business principles and strategies to meet stakeholder interests.

3. Discuss, evaluate and apply vocationally relevant concepts, techniques and models for managing and accounting that are associated with sustainability, the environment and greening the organisation.

Higher National Diploma Programmes

Aims and Learning Outcomes for the HND Programmes

In addition to the Honours and Ordinary Programmes, the School will offer Higher National Diplomas (HNDs) in the following awards:

- HND Business Management
- HND Business and Finance

The HND qualifications are designed to equip students with the knowledge understanding and skills required for success in current and future employment or for progression to further study. The HND awards respond to the continued demand for vocational programmes, designed to provide industry with competent individuals who are skilled and capable in their chosen discipline. Naturally these skills will also enhance diplomat employability and ensure s/he can immediately contribute to his or her organisation's success. The HNDs provide a two-year full-time alternative to a three year degree programme, which appears to fit particular groups of students better than a degree: some students lack the self-confidence to commit to a three year BA programme of study, while others are unwilling or unable to commit to the longer-term period of study. The HND continues to provide every opportunity for qualifying students to progress to a 'top-up' degree within the School. In this way the programme will provide a flexible approach to fostering a student's personal and intellectual development, enabling the achievement of a valuable qualification in its own right (the HND) and potentially a BA as well.

To receive the award of a Higher National Diploma, the student must achieve 240 credits, with a minimum of 120 credits from Level 5. The Higher National Diploma students study the same modules at levels 4 and 5 of the corresponding BA programmes.

The HNDs have the following *general* aims that take account of the Quality Assurance Agency Framework for Higher Education Qualifications (level descriptors) for Diploma level (see Section 5.2) and the appropriate Quality Assurance Agency Subject Benchmarks (for General Business and Management and Accounting).

1. To develop students' knowledge and critical understanding of key aspects of a range of well-established concepts, principles and techniques associated with their particular pathway of study.

2. To encourage students to deploy established methodologies, techniques, and tools relevant to the analysis of a range of organisational-related problems, opportunities and contexts.

3. To promote a critical understanding of contemporary themes in management.

4. To provide an opportunity for students to demonstrate academic rigour appropriate to diploma level through critical thinking, analysis, and synthesis skills.

5. To develop in students the transferable skills required in the employment context.

The general programme aims of the HND Portfolio are met by students achieving the general intended learning outcomes given below.

Subject knowledge and understanding:

On completion of this programme, students will be able to:

1. Demonstrate knowledge & critical understanding of facts, concepts, principles and theories relevant to the pathway.

2. Select and deploy established methodologies, techniques, and tools relevant to the analysis and evaluation of organisations, environments and management.

3. Demonstrate a critical understanding of contemporary pervasive themes relevant to the pathway, which may include business innovation, creativity and enterprise, sustainability, globalisation corporate social responsibility, knowledge and risk management.

4. Demonstrate knowledge and critical understanding of the characteristics and concepts of markets and marketing techniques and the importance of a customer-oriented approach.

5. Evaluate and apply vocationally relevant concepts associated with the management of financial, human and physical resources.

Cognitive abilities and generic skills:

On completion of this programme, students will be able to:

1. Apply the methods and techniques that have been learned, to review, consolidate and evaluate knowledge and understanding.

2. Demonstrate vocationally-relevant managerial problem solving and decision making skills using appropriate quantitative and qualitative skills including identifying, formulating and solving a range of pathway-specific problems in a variety of real-world contexts.

3. Communicate the results of his/her work accurately and reliably, in a structured and coherent format using a range of media, including written and oral presentations using visual media.

4. Demonstrate numeracy skills including the ability to manipulate, analyse, interpret and extrapolate financial and other numerical data, using established frameworks and models.

5. Use effectively communication and information technology in acquiring, analysing and communicating information, including the use of spreadsheets, word processing software and online databases.

6. Perform effectively both individually and within a team environment, using interpersonal skills appropriately to manage group projects.
7. Research, integrate and critically evaluate information from a variety of sources, including the acknowledgement and referencing of sources.

8. Demonstrate reflection, self-awareness and self-management in planning and managing their own learning and lifelong continuous professional development.

9. Demonstrate sensitivity to diversity in terms of people, cultures, and management issues.

10. Consider professional, ethical, social, environmental and safety issues which directly pertain to the context of study including relevant legislation.

Specific Aims and Learning Outcomes for the HND Programmes

HND BUSINESS MANAGEMENT

The specific aims are to provide the student with:

1. Critical understanding and knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.

2. The ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to business management within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate knowledge and critical understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of conceptual frameworks and tools to analyse critically problems that occur within business organisations in changing environments, and propose solutions to meet stakeholder interests.

3. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally- and/or commercially-oriented business plans and reports.

HND BUSINESS & FINANCE

The specific aims are to provide the student with:

1. Critical understanding and knowledge of business and accounting techniques/methods and concepts relevant to the management of business organisations, the environments in which they operate, and issues relevant to innovation and entrepreneurship.

2. The ability to select and deploy accurately established methodologies, techniques and tools relevant to accounting, decision-making and business organisations with respect to a range of organisational-related problems, within particular contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate knowledge and critical understanding of the key issues involved with the financial control and management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of accounting and business conceptual frameworks and tools to analyse critically problems that occur within business organisations in changing environments, and propose solutions to meet stakeholder interests.

3. Demonstrate vocational, entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business and finance problems and opportunities and the production of vocationally- and/or commercially-oriented business plans and reports.

Higher National Certificate Programmes

General Aims and Learning Outcomes for the HNC Programmes

In addition to the Higher National Diplomas (HNDs), the School will offer a Higher National Certificates (HNC) in the following award:

- HNC Business Management

While the HND is a full time course over two years, in contrast the HNC is a part-time programme, normally running over two years. Typically the HNC is suitable for individuals who cannot, for various reasons, commit to a full-time course. In particular the HNC can offer a route to formalise the experience of individuals already in full time employment in jobs relevant to the pathway studied, and provides an opportunity for career development. It also offers a highly regarded award for suitable individuals who are unable for other reasons to commit to a full time course.

The HNC continues to provide every opportunity for qualifying students to progress to a 'top-up' HND and degree within the School. In this way the programme will provide a flexible approach to fostering a student's personal and intellectual development, enabling the achievement of a valuable qualification in its own right (the HNC) and potentially a HND/BA as well.

To receive the award of a Higher National Certificate, the student will study 120 credits at Level 4. The 120 credits represent ½ of the corresponding HND programme modules.

The HNCs have the following general aims that take account of the Quality Assurance Agency Framework for Higher Education Qualifications (level descriptors) for Certificate level (see Section 5.2) and the appropriate Quality Assurance Agency Subject Benchmarks (for General Business and Management):

1. To develop in students knowledge and understanding of key aspects of a range of well-established concepts, principles and techniques associated with their particular pathway of study.

2. To encourage students to deploy established methodologies, techniques, and tools relevant to the analysis of a range of structured organisational-related problems, opportunities and contexts.

3. To promote an awareness of contemporary themes in management.

4. To provide an opportunity for students to demonstrate academic rigour appropriate to certificate level through skills of analysis and evaluation.

5. To develop in students the transferable skills required in the employment context.

The general programme aims of the HNC Portfolio are met by students achieving the general intended learning outcomes given below.

Subject knowledge and understanding:

On completion of this programme, students will be able to:

1. Demonstrate knowledge & understanding of basic facts, underlying concepts, principles and theories relevant to the pathway.

2. Deploy established methodologies, techniques, and tools relevant to the analysis of organisations, environments and management.

3. Demonstrate awareness of key contemporary pervasive themes relevant to the pathway, which may include business innovation, creativity and enterprise, sustainability, globalisation, corporate social responsibility, knowledge and risk management.

4. Demonstrate knowledge and understanding of the basic characteristics and concepts of markets and marketing techniques and the importance of a customer-oriented approach.

5. Evaluate and apply vocationally relevant concepts associated with the management of financial, human and physical resources.

Cognitive abilities and generic skills:

On completion of this programme, students will be able to:

1. Apply the methods and techniques that have been learned, to review, consolidate and evaluate knowledge and understanding.

2. Demonstrate vocationally-relevant managerial problem solving and decision making skills using appropriate quantitative and qualitative skills including identifying, formulating and solving a range of pathway-specific problems in a variety of real-world contexts.

3. Communicate the results of his/her work accurately and reliably, in a structured and coherent format using a range of media, including written and oral presentations using visual media.

4. Demonstrate numeracy skills including the ability to manipulate, analyse, interpret and extrapolate financial and other numerical data, using established frameworks and models.

5. Use effectively communication and information technology in acquiring, analysing and communicating information, including the use of spreadsheets, word processing software and online databases.

6. Perform effectively both individually and within a team environment.

7. Research, integrate and analyse information from a variety of sources, including the acknowledgement and referencing of sources.

8. Demonstrate reflection, self-awareness and self-management in planning and managing their own learning and lifelong continuous professional development.

9. Demonstrate sensitivity to diversity in terms of people, cultures, and management issues.

10. Consider professional, ethical, social, environmental and safety issues which directly pertain to the context of study including relevant legislation.

Pathway Specific Aims and Learning Outcomes for HNC Programmes

HNC BUSINESS MANAGEMENT

The specific aims are to provide the student with:

1. Understanding and knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.

2. The ability to apply analytical frameworks appropriate to business management within structured contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate knowledge and understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of conceptual frameworks and tools to analyse structured problems that occur within business organisations in changing environments, and propose solutions to meet stakeholder interests.

3. Demonstrate self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally- and/or commercially-oriented reports.

Certificate of Higher Education Programmes

Aims and Learning Outcomes for the Certificate of Higher Education Programmes

In addition to the Higher National Diplomas (HNDs) and the Higher National Certificates (HNCs) the School will offer Certificate of Higher Education (CertHE) in the following award:

- CertHE Business Management

The general focus of the Certificate of Higher Education (CHE) in Business Management is to provide a flexible route of study that permits students to develop a broad-based knowledge of business organisations, their management and the environments in which they operate. The CHE in Business Management incorporates the major areas of business management such as marketing, accounting, IT and human resources and is designed to meet the needs of those students who prefer to study business organisations without the desire to specialise in a functional area or business sector. Thus, it is an ideal, higher qualification for the current or aspiring operational manager in the public, private or third sector.

The Certificate of Higher Education is normally a one-year programme that can be studied full-time over two semesters or part-time over three semesters. However, it is anticipated that the programme will be most suitable and attractive to individuals who cannot, for various reasons, commit to a full-time course. In particular the CHE can offer a flexible route for individuals: to gain a level 4 qualification that will enhance their employability; to formalise the experience of individuals already in full time employment in jobs relevant to management; and provides an opportunity for career development. It also offers a highly regarded award for individuals who are unable for other reasons to commit to a full time course.

To receive the award of a Certificate of Higher Education, the student will study 120 credits at Level 4.

The CHE provides every opportunity for qualifying students to progress to a 'top-up' HND or degree within the School. In this way the programme will provide a flexible approach to fostering a student's personal and intellectual development, enabling the achievement of a valuable qualification in its own right (the CHE) and potentially a HND/BA as well.

The CertHEs have the following general aims that take account of the Quality Assurance Agency Framework for Higher Education Qualifications (level descriptors)

for Certificate level (see Section 5.2) and the appropriate Quality Assurance Agency Subject Benchmarks (for General Business and Management):

1. To develop in students knowledge and understanding of key aspects of a range of well-established concepts, principles and techniques associated with their particular pathway of study.

2. To encourage students to deploy established methodologies, techniques, and tools relevant to the analysis of a range of structured organisational-related problems, opportunities and contexts.

3. To promote an awareness of contemporary themes in management.

4. To provide an opportunity for students to demonstrate academic rigour appropriate to certificate level through skills of analysis and evaluation.

5. To develop in students the transferable skills required in the employment context.

The general programme aims of the Certificate of Higher Education are met by students achieving the general intended learning outcomes given below.

Subject knowledge and understanding:

On completion of this programme, students will be able to:

1. Demonstrate knowledge & understanding of basic facts, underlying concepts, principles and theories relevant to the pathway.

2. Deploy established methodologies, techniques, and tools relevant to the analysis of organisations, environments and management.

3. Demonstrate awareness of key contemporary pervasive themes relevant to the pathway, which may include business innovation, creativity and enterprise, sustainability, globalisation, corporate social responsibility, knowledge and risk management.

4. Demonstrate knowledge and understanding of the basic characteristics and concepts of markets and marketing techniques and the importance of a customer-oriented approach.

5. Evaluate and apply vocationally relevant concepts associated with the management of financial, human and physical resources.

Cognitive abilities and generic skills:

On completion of this programme, students will be able to:

1. Apply the methods and techniques that have been learned, to review, consolidate and evaluate knowledge and understanding.

2. Demonstrate vocationally-relevant managerial problem solving and decision making skills using appropriate quantitative and qualitative skills including

identifying, formulating and solving a range of pathway-specific problems in a variety of real-world contexts.

3. Communicate the results of his/her work accurately and reliably, in a structured and coherent format using a range of media, including written and oral presentations using visual media.

4. Demonstrate numeracy skills including the ability to manipulate, analyse, interpret and extrapolate financial and other numerical data, using established frameworks and models.

5. Use effectively communication and information technology in acquiring, analysing and communicating information, including the use of spreadsheets, word processing software and online databases.

6. Perform effectively both individually and within a team environment.

7. Research, integrate and analyse information from a variety of sources, including the acknowledgement and referencing of sources.

8. Demonstrate reflection, self-awareness and self-management in planning and managing their own learning and lifelong continuous professional development.

9. Demonstrate sensitivity to diversity in terms of people, cultures, and management issues.

10. Consider professional, ethical, social, environmental and safety issues which directly pertain to the context of study including relevant legislation.

Pathway Specific Aims and Learning Outcomes for Certificate of higher Education Programmes

Cert HE BUSINESS MANAGEMENT

The specific aims are to provide the student with:

1. Understanding and knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.

2. The ability to apply analytical frameworks appropriate to business management within structured contexts.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate knowledge and understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of conceptual frameworks and tools to analyse structured problems that occur within business organisations in changing environments, and propose solutions to meet stakeholder interests.

3. Demonstrate self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally- and/or commercially-oriented business reports.

Foundation Degree Programmes

Aims and Learning Outcomes for the Foundation Degree Programmes

In addition to the other programmes, the School will offer a Foundation Degree (FdA) in the following award:

- FdA Business Management

The proposed Foundation Degree (FdA) programme has been developed in line the QAA Foundation Degree Qualification Benchmark (2010) and with reference to the HEFCW' strategic approach and plan for widening access to HE (2010/11 to 2012/13). HEFCW recognise that foundation degrees are an important mechanism for delivering improved access to and new opportunities in further and higher education and employment. HEFCW have committed to funding the development, promotion and delivery of new Foundation Degree provision, firmly embedded in regional strategies. Foundation degrees are in accord with the new enhancement theme – graduates for our future – which has been identified as part of a HE sector-wide response to *For our Future*. Foundation degrees fit particularly well with the three work strands contributing to the overarching theme:

- students as partners;
- learning for employment;
- learning in employment.

The FdA is aimed at full time and part time employees and will provide them with opportunities to combine work based learning with formal academic study at Higher Education level. The substantial work based learning element will enable students in employment to integrate their studies with work commitments. One aim of these programmes is to engage students in development of an individual learning plan relevant to their workplace. Where possible, the assessment of programme modules will emphasise links with students' employment.

The Foundation degree (FdA) aims to contribute to participation and lifelong learning by encouraging learners who may not previously have considered studying for a higher level qualification; by integrating academic and work based learning and they are intended to equip learners with the skills and knowledge relevant to their employment so satisfying the needs of employees and employers. The FdA programme will appeal to those who may be looking for a considerable change in career as well as to those seeking continual professional development, and provides a pathway for lifelong learning as well as the opportunity to progress to further qualifications. The dynamic between the employee, employer and the University will enable authentic and innovative work based learning where a two way process ensures that learning in one environment is applied within another.

This programme also responds to the Leitch Review of Skills (2006) by focusing on the development of demand-led and economically valuable skills, the provision of opportunities for work-based learning, particularly through the Foundation Degree, the development of part-time opportunities for students and improved links with employers. The FdA programme will help meet the need for improvements in the provision of work based education and training to businesses. Leitch (2006) suggests that the proportion of adults with level 4 qualifications/skills and above will need to be increased to 40% by 2020 if UK companies are to remain competitive. Statistics currently indicate that less than one fifth (20%) of working age residents in South West Wales are qualified to level 4 compared to the UK average of nearly one third (nearly 30%).

The University is situated in an area where small and medium sized businesses are common. In many cases these businesses have great difficulty in appointing and developing personnel with the skills that would enable them to take advantage of the latest developments in business (these developments are particularly important for all businesses but more so these small and medium sized businesses in order for them to survive and prosper). Furthermore, the Public Sector is still the largest employer in Wales and is particularly significant to the economy of South West Wales. Workers in the Public Sector have experienced rapid and continuing change in the business environment. Expectations placed upon the Public Sector to operate more effectively and efficiently have resulted in a change to a more 'business-like' organisational culture. Similarly public sector organisations are looking for personnel with the skills that would enable them to operate in a more 'business-like' way. This provision will address these local skills shortages as well as providing students with enhanced employment opportunities.

The increasing integration of organisational functions and information systems has resulted in the need for professionals that understand organisations, and the way in which they operate. The ever-increasing pace of change in the business environment requires practitioners to be lifelong learners. These programmes aim to develop learners that are able to recognise and act upon opportunities for personal development. At present the opportunities for Higher Education in the workplace are limited in South West Wales. These programmes aim to exploit this market by creating an opportunity for employed learners to gain Higher Education accreditation for their work based learning.
To receive the award of a Foundation Degree, the student must achieve 240 credits, with a 120 credits from level 4 and 120 credits from Level 5.

At level 4 students will study 120 credits which are made up of 6 x 20 credit compulsory modules. This is made up of two compulsory 20 credit modules involving work based learning together with another four compulsory 20 credit modules. The work based learning modules may be undertaken in parallel with the taught modules or during the summer period.

Also at level 5 students will study 120 credits which are made up of 6 x 20 credit compulsory modules. This is also made up of two compulsory 20 credit modules involving work based learning together with another four compulsory 20 credit modules. Again the work based learning modules may be undertaken in parallel with the taught modules or during the summer period.

Further background information, particularly in relation to work based learning, is available in the University's Academic *Quality Handbook*.

The FdAs have the following *general* aims that take account of the Quality Assurance Agency Framework for Higher Education Qualifications (level descriptors) for Diploma level (see Section 5.2) and the appropriate Quality Assurance Agency Subject Benchmarks (for General Business and Management).

1. To develop students' knowledge and critical understanding of key aspects of a range of well-established concepts, principles and techniques associated with their particular pathway of study.

2. To encourage students to deploy established methodologies, techniques, and tools relevant to the analysis of a range of organisational-related problems, opportunities and contexts.

3. To promote a critical understanding of contemporary themes in management.

4. To provide an opportunity for students to demonstrate academic rigour appropriate to diploma level through critical thinking, analysis, and synthesis skills.

5. To develop in students the transferable skills required in the employment context.

The general programme aims of the Foundation degree are met by students achieving the general intended learning outcomes given below.

Subject knowledge and understanding:

On completion of this programme, students will be able to:

1. Demonstrate knowledge & critical understanding of facts, concepts, principles and theories relevant to the pathway.

2. Select and deploy established methodologies, techniques, and tools relevant to the analysis and evaluation of organisations, environments and management.

3. Demonstrate a critical understanding of contemporary pervasive themes relevant to the pathway, which may include business innovation, creativity and enterprise, sustainability, globalisation corporate social responsibility, knowledge and risk management.

4. Demonstrate knowledge and critical understanding of the characteristics and concepts of markets and marketing techniques and the importance of a customer-oriented approach.

5. Evaluate and apply vocationally relevant concepts associated with the management of financial, human and physical resources.

Cognitive abilities and generic skills:

On completion of this programme, students will be able to:

1. Apply the methods and techniques that have been learned, to review, consolidate and evaluate knowledge and understanding.

2. Demonstrate vocationally-relevant managerial problem solving and decision making skills using appropriate quantitative and qualitative skills including identifying, formulating and solving a range of pathway-specific problems in a variety of real-world contexts.

3. Communicate the results of his/her work accurately and reliably, in a structured and coherent format using a range of media, including written and oral presentations using visual media.

4. Demonstrate numeracy skills including the ability to manipulate, analyse, interpret and extrapolate financial and other numerical data, using established frameworks and models.

5. Use effectively communication and information technology in acquiring, analysing and communicating information, including the use of spreadsheets, word processing software and online databases.

6. Perform effectively both individually and within a team environment, using interpersonal skills appropriately to manage group projects.

7. Research, integrate and critically evaluate information from a variety of sources, including the acknowledgement and referencing of sources.

8. Demonstrate reflection, self-awareness and self-management in planning and managing their own learning and lifelong continuous professional development.

9. Demonstrate sensitivity to diversity in terms of people, cultures, and management issues.

10. Consider professional, ethical, social, environmental and safety issues which directly pertain to the context of study including relevant legislation.

Specific Aims and Learning Outcomes for the FdA Programmes

FdA BUSINESS MANAGEMENT

The specific aims are to provide the student with:

1. Critical understanding and knowledge of business organisations, concepts relevant to their management, the environments in which they operate, and issues relevant to innovation and entrepreneurship.

2. The ability to conceptualise, devise, modify and/or apply analytical frameworks appropriate to business management within particular contexts.

3. To provide students with a distinctive work based learning experience that is relevant to their organisation and is explicitly focused towards future employability and career progression and development.

On completion of this programme, students will have greatly increased their competence through intellectual growth and personal development. The programme aims are met by students achieving the learning outcomes given below:

On completion of this programme, students will be able to:

1. Demonstrate knowledge and critical understanding of the key issues involved with the management of a range of business functions including accounting and finance, marketing and human resources.

2. Apply a variety of conceptual frameworks and tools to analyse critically problems that occur within business organisations in changing environments, and propose solutions to meet stakeholder interests.

3. Demonstrate entrepreneurial skills, self-motivation and analytical abilities through an investigation of specific business problems and opportunities, and the production of vocationally- and/or commercially-oriented business plans and reports.

4. Critically reflect upon their work based key skills development and appreciate how this will enhance sustainable employment and undertake efficiently an operational position within an organisation in a chosen sector and appreciate the impact of this upon the organisation.

Programme Structure

Table 6 shows the compulsory and optional modules together with their credit values for each academic level/year of the programme. This table is shown with vertical threads / strands.

Key

a. CHE/HNC= 120-credits at level 4
b. DHE/HND/FdA = 240-credits at levels 4 and 5
c. BA (Ord) modules (60-credits) are all the compulsory modules in level 6
d. BA (Hons) = 360-credits at levels 4, 5 and 6 (120 credits at each level)

Accounting (BA Only)	**Business Management (BA/HND/HNC/CertHE)**	**Business & Finance (BA/HND)**
Level 4	Level 4	Level 4
Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)
Accounting Fundamentals (20)	Accounting Fundamentals (20)	Accounting Fundamentals (20)
Marketing Essentials (20)	Marketing Essentials (20)	Marketing Essentials (20)
The Global Business Environment (20)	The Global Business Environment (20)	The Global Business Environment (20)
Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)
Community Engagement (20)	Community Engagement (20)	Community Engagement (20)
Level 5	Level 5	Level 5
Financial Reporting (20)	Entrepreneurship (20)	Entrepreneurship (20)
Management Accounting (20)	Management Accounting (20)	Management Accounting (20)
Taxation (20)	Managing People (20)	Global Financial Markets (20)
Auditing, Ethics and Corporate Governance (20)	Data Management & Business Intelligence (20)	Data Management & Business Intelligence (20)
Options (40 credits)	Options (40 credits)	Options (40 credits)
Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)
Level 6	Level 6	Level 6
Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)
Corporate Reporting and Social Responsibility (20)	International Financial Management (20)	Corporate Governance and Social Responsibility (20)
International Financial Management (20)	Applied Leadership and Management Theory and Practice (20)	International Financial Management (20)
Options (60 credits)	Options (60 credits)	Options (60 credits)
Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules

Human Resource Management (BA Only)	Leadership and Management (BA Only)	Marketing Management (BA Only)

Level 4	Level 4	Level 4
Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)
Accounting Fundamentals (20)	Accounting Fundamentals (20)	Accounting Fundamentals (20)
Marketing Essentials (20)	Marketing Essentials (20)	Marketing Essentials (20)
The Global Business Environment (20)	The Global Business Environment (20)	The Global Business Environment (20)
Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)
Community Engagement (20)	Community Engagement (20)	Community Engagement (20)

Level 5	Level 5	Level 5
Entrepreneurship (20)	Entrepreneurship (20)	Entrepreneurship (20)
The Human Resources Professional (20)	Managing People (20)	The Marketing Environment (20)
Managing People (20)	Skills for Managing (20)	Marketing Information Systems (20)
The Legal Framework (20)	Management Ethics (20)	Marketing Communications (20)
Options (40 credits)	Options (40 credits)	Options (40 credits)
Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)

Level 6	Level 6	Level 6
Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)
Contemporary Human Resources in Practice (20)	Leadership and Management Theory and Practice (20)	Marketing Planning and Practice (20)
Employment Relations and Reward (20)	Critical Perspectives on Management (20)	Contemporary Issues in Marketing and Management (20)
Options (60 credits)	Options (60 credits)	Options (60 credits)
Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules

E-Business (BA Only)	International Business (BA Only)	Entrepreneurship (BA Only)
Level 4	Level 4	Level 4
Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)	Applied Personal & Professional Development (20)
Accounting Fundamentals (20)	Accounting Fundamentals (20)	Accounting Fundamentals (20)
Marketing Essentials (20)	Marketing Essentials (20)	Marketing Essentials (20)
The Global Business Environment (20)	The Global Business Environment (20)	The Global Business Environment (20)
Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)	Introducing the Modern Workplace (20)
Community Engagement (20)	Community Engagement (20)	Community Engagement (20)
Level 5	Level 5	Level 5
Data Management & Business Intelligence (20)	Global Financial Markets (20)	Entrepreneurship (20)
E-Commerce (20)	International Economic Trends (20)	Creativity and Innovation (20)
Information Systems Security (20)	Marketing Communications (20)	The Legal Framework (20)
Digital Marketing (20)	Management Ethics(20)	Enterprising Organisations (20)
Options (40 credits)	Options (40 credits)	Options (40 credits)
Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)	Select two 20-credit option modules from level 5 of the Portfolio (40)
Level 6	Level 6	Level 6
Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)
Contemporary Themes in E-business (20)	Global Marketing Strategy (20)	International Entrepreneurship (20)
Web Analytics (20)	International Financial Management (20)	Contemporary Issues in Marketing and Management (20)
Options (60 credits)	Options (60 credits)	Options (60 credits)
Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules	Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules

Sustainable Management (BA Only)

Level 4
Applied Personal & Professional Development (20)
Accounting Fundamentals (20)
Marketing Essentials (20)
The Global Business Environment (20)
Introducing the Modern Workplace (20)
Community Engagement (20)

Level 5
Green Management (20)
Managing the Sustainable Organisation (20)
Management Ethics (20)
The Legal Framework (20)
Options (40 credits)
Select two 20-credit option modules from level 5 of the Portfolio (40)

Level 6
Strategic Management & Sustainability (20)
Critical Perspectives on Management (20)
Accounting for Sustainability and the Environment (20)
Options (60 credits)
Select Dissertation (40 credits) and one 20-credit level 6 option module or Organisational Consultancy (20 credits) and two 20-credit level 6 option modules

Proposed Foundation Degree Structure

Business Management FD

Level 4
Accounting Fundamentals (20)
Marketing Essentials (20)
The Global Business Environment (20)
Introducing the Modern Workplace (20)
Work Based Learning (20)
Industry Skills (20)

Level 5
Entrepreneurship (20)
Management Accounting (20)
Managing People (20)
Data Management & Business Intelligence (20)
Key Skills for Employability (20)
Applied Work Based Learning (20)

Additional Optional Modules

Level 5
Applied Internship (20)
Business Statistics (20)
IT Skills for Employability in Finance (20)
Intellectual Property Rights (20)
International independent Study (40)
Management Economics (20)
Managing the Sustainable Organisation (20)
Modern Languages for Professional Purposes (20)
Operations Management and Quality (20)
Project Management (20)
Public Sector Accounting (20)
Sales and Personal Selling (20)
Stakeholder Marketing (20)
Study Abroad (20)
Sustainable Employability and Empowerment Skills (20)

Level 6
Contemporary Issues in Management Accounting (20)
Delivering Customer Value (20)
International Business Communications (20)
Managing Internationally (20)
Public Sector Finance and Control (20)
Sandwich Placement (20)

Students from any pathway can select options from any other pathway that are available as well as these additional option modules.

Curriculum Map

The following tables report the results of the mapping exercise to ensure the programme Intended Learning Outcomes map to Programme Modules

Table 7 ACCOUNTING Intended Learning Outcomes Mapped to Programme Modules

General/Specific Intended Learning Outcomes for the Programme **Programme Intended Learning Outcomes Mapped to Programme Modules:** **ACCOUNTING** **Programme Modules**	GENERAL INTENDED LEARNING OUTCOMES (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO)															PATHWAY SPECIFIC			
	1Knowledge of facts, concept principles	2 Deploy techniques and tools	3 Contemporary pervasive themes	4 Markets, marketing, customers	5 Financial, human, physical resources	6 Synthesis and evaluation	7 Problem-solving	8 Written and oral communication	9 Analysis of financial/numeric data	10 Use of ICT	11 Group work	12 Research & referencing skills	13 Reflection, self-management	14 Sensitivity to diversity	15 Professional, ethical, social issues	1 Accounting issues in sectors	2 Use accounting frameworks tools	3 Evaluate emerging issues	4 Vocationally relevant concepts
Level 4/Year One																			
Accounting Fundamentals	x	x			x		x	x	x	x					x	x	x		
Applied Personal & Professional Development	x	x					x	x	x	x		x	x		x				
Community Engagement	x	x	x	X		x	x	x		x	x	x	x	x	x			x	x
Introducing the Modern Workplace	x	x	x	X	x		x	x		x	x	x	x	x	x	x	x	x	x
Marketing Essentials	x	x	x	X		x	x	x		x	x	x	x	x	x	x	x	x	
The Global Business Environment	x	x	x	X	x	x	x	x				x		x	x				
Level 5/Year Two																			
Auditing, Ethics and Corporate Governance	x	x	x		x	x	x	x	x			x	x		x	x	x	x	x
Financial Reporting	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	
Management Accounting	x	x	x		x	x	x	x	x	x						x	x	x	x
Taxation	x	x			x	x	x	x	x	x		x				x	x	x	x
Level 6/Year Three																			
Corporate Reporting and Social Responsibility	x	x	x		x	x	x	x	x			x	x		x	x	x	x	x
International Financial Management	x	x	x		x	x	x	x	x			x			x	x	x	x	x
Strategic Management & Sustainability	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x		

Table 8 BUSINESS MANAGEMENT Intended Learning Outcomes Mapped to Programme Modules

General/Specific Intended Learning Outcomes for the Programme **Programme Intended Learning Outcomes Mapped to Programme Modules:** **BUSINESS MANAGEMENT** **Programme Modules**	GENERAL INTENDED LEARNING OUTCOMES (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO)															PATHWAY SPECIFIC			
	1 Knowledge of facts, concepts, principles	2 Deploy techniques and tools	3 Contemporary pervasive themes	4 Markets, marketing, customers	5 Financial, human, physical resources	6 Synthesis and evaluation	7 Problem-solving	8 Written and oral communication	9 Analysis of financial/numerical data	10 Use of ICT	11 Group work	12 Research & referencing skills	13 Reflection, self-management	14 Sensitivity to diversity	15 Professional, ethical, social issues	1 Management of business functions	2 Environment, strategies, stakeholders	3 Business and information management	4 Entrepreneurial skills
Level 4/Year One																			
Accounting Fundamentals	x	x			x		x	x	x	x					x	x	x		
Applied Personal & Professional Development	x	x					x	x	x	x		x	x		x				
Community Engagement	x	x	x	X		x	x	x		x	x	x	x	x	x	x	X	x	x
Introducing the Modern Workplace	x	x	x	X	x		x	x		x	x	x	x	x	x	x	X	x	x
Marketing Essentials	x	x	x	X		x	x	x		x	x	x	x	x	x	x	X	x	
The Global Business Environment	x	x	x	X	x	x	x	x				x		x	x		x		
Level 5/Year Two																			
Data Handling and Business Intelligence	x	x	x	X		x	x	x	x	x	x	x	x	x	x	x	X	X	x
Entrepreneurship	x	x	x	X	X	x	x	x	x			x	x		x	x	x	x	x
Management Accounting	x	x	x		x	x	x	x	x	x						x			
Managing People	x	x	x	X		x	x	x	x	x	x	x	x	x	x	x	X	x	x
Level 6/Year Three																			
International Financial Management	x	x	x		x	x	x	x	x			x			x	x	x	x	
Leadership and Management; Theory and Practice	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x		x
Strategic Management & Sustainability	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Table 9 BUSINESS & FINANCE Intended Learning Outcomes Mapped to Programme Modules

General/Specific Intended Learning Outcomes for the Programme **Programme Intended Learning Outcomes Mapped to Programme Modules:** **BUSINESS & FINANCE** **Programme Modules**	GENERAL INTENDED LEARNING OUTCOMES (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO)															PATHWAY SPECIFIC			
	1 Knowledge of facts, concepts, principles	2 Deploy techniques and tools	3 Contemporary pervasive themes	4 Markets, marketing, customers	5 Financial, human, physical resources	6 Synthesis and evaluation	7 Problem-solving	8 Written and oral communication	9 Analysis of financial/numerical data	10 Use of ICT	11 Group work	12 Research & referencing skills	13 Reflection, self-management	14 Sensitivity to diversity	15 Professional, ethical, social issues	1 Financial control & mgt of functions	2 Use frameworks/tools, appraise policies	3 Entrepreneurial , vocational skills	4 Contemporary issues
Level 4/Year One																			
Accounting Fundamentals	x	x			X		x	x	x	x					x	x	x		
Applied Personal & Professional Development	x	x					x	x	x	x		x	x		x			x	
Community Engagement	x	x	x	X		x	x	x		x	x	x	x	x	x	x	x	x	x
Introducing the Modern Workplace	x	x	x	X	X		x	x		x	x	x	x	X	x	x	x	x	x
Marketing Essentials	x	x	x	X		x	x	x		x	x	x	x	X	x	x	x	x	
The Global Business Environment	x	x	x	X	X	x	x	x				x		x	x	x	x	x	
Level 5/Year Two																			
Data Handling and Business Intelligence	x	x	x	X		x	x	x	x	x	X	x	x	x	x	x	x	x	x
Entrepreneurship	x	x	x	X	X	x	x	x	x			x	x		x	x	x	x	
Global Financial Markets	x	x	x		x	x	x	x	x	x						x	x		
Management Accounting	x	x	x		X	x	x	x	x	x						x	x	x	
Level 6/Year Three																			
Corporate Governance and Social Responsibility	x	x	x		x	x	x	x	x	x		x	x	x	x	x	x	x	x
International Financial Management	x	x	x		x	x	x	x	x			x			x	x	x	x	x
Strategic Management & Sustainability	x	x	x	X	x	x	x	x	x	x	X	x	x	x	x	x	x		

Table 10 HUMAN RESOURCE MANAGEMENT Learning Outcomes Mapped to Programme Modules

General/Specific Intended Learning Outcomes for the Programme **Programme Intended Learning Outcomes Mapped to Programme Modules:** **HUMAN RESOURCE MANAGEMENT** **Programme Modules**	GENERAL INTENDED LEARNING OUTCOMES (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO)															PATHWAY SPECIFIC			
	1 Knowledge of facts, concepts, principles	2 Deploy techniques and tools	3 Contemporary pervasive themes	4 Markets, marketing, customers	5 Financial, human, physical resources	6 Synthesis and evaluation	7 Problem-solving	8 Written and oral communication	9 Analysis of financial/numerical data	10 Use of ICT	11 Group work	12 Research & referencing skills	13 Reflection, self-management	14 Sensitivity to diversity	15 Professional, ethical, social issues	1 Management of business functions	2 Use frameworks/tools, appraise policies	3 Role and function of HRM	4 Entrepreneurial , vocational skills
Level 4/Year One																			
Accounting Fundamentals	x	x			x		x	x	x	x					x	x	x		
Applied Personal & Professional Development	x	x					x	x	x	x		x	x		x				X
Community Engagement	x	x	x	X		x	x	x		x	x	x	x	X	x	x	x	x	x
Introducing the Modern Workplace	x	x	x	X	x		x	x		x	x	x	x	x	x	x	x	x	X
Marketing Essentials	x	x	x	X		x	x	x		x	x	x	x	x	x	x	x	x	
The Global Business Environment	x	x	x	X	x	x	x	x				x		x	x	x	x		
Level 5/Year Two																			
Entrepreneurship	x	x	x	X	x	x	x	x	x			x	x		x	x	x	x	X
Managing People	x	x	x	X		x	x	x		x	x	x	x	x	x	x	x	x	x
The Human Resources Professional	x	x	x	X		x	x	x		x	x	x	x	x	x	x	x	x	X
The Legal Framework	x	x	x			x	x	x		x	x	x	x	x	x	x	x	x	
Level 6/Year Three																			
Contemporary Human Resources in Practice	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Employment Relations & Reward	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Strategic Management & Sustainability	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x	x		

Table 11 MANAGEMENT & LEADERSHIP Intended Learning Outcomes Mapped to Programme Modules

General/Specific Intended Learning Outcomes for the Programme **Programme Intended Learning Outcomes Mapped to Programme Modules:** **MANAGEMENT & LEADERSHIP** **Programme Modules**	GENERAL INTENDED LEARNING OUTCOMES (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO)															PATHWAY SPECIFIC			
	1 Knowledge of facts, concepts, principles	2 Deploy techniques and tools	3 Contemporary pervasive themes	4 Markets, marketing, customers	5 Financial, human, physical resources	6 Synthesis and evaluation	7 Problem-solving	8 Written and oral communication	9 Analysis of financial/numerical data	10 Use of ICT	11 Group work	12 Research & referencing skills	13 Reflection, self-management	14 Sensitivity to diversity	15 Professional, ethical, social issues	1 Theory & practice of leadership/Mgt	2 Leading change	3 Leading entrepreneurship/orgs	4 Reflect on own leadership/mgt skills
Level 4/Year One																			
Accounting Fundamentals	x	x			x		x	x	X	x					x	x	x		
Applied Personal & Professional Development	x	x					x	x	X	x		x	x		x				
Community Engagement	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	X
Introducing the Modern Workplace	x	x	x	x	x		x	x		x	x	x	x	x	x	x	x	x	X
Marketing Essentials	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	
The Global Business Environment	x	x	x	x	x	x	x	x				x		x	x			x	
Level 5/Year Two																			
Entrepreneurship	x	x	x	x	x	x	x	x	X			x	x		x	x	x	x	X
Management Ethics	x	x	x			x	x	x		x	x	x	x	x	x	x	x		
Managing People	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	X
Skills for Managing	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	X
Level 6/Year Three																			
Critical Perspectives on Management	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	X
Leadership & Management: Theory and Practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X
Strategic Management & Sustainability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

Table 12 MARKETING MANAGEMENT Intended Learning Outcomes Mapped to Programme Modules

General/Specific Intended Learning Outcomes for the Programme **Programme Intended Learning Outcomes Mapped to Programme Modules:** **MARKETING MANAGEMENT** **Programme Modules**	GENERAL INTENDED LEARNING OUTCOMES (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO)															PATHWAY SPECIFIC			
	1 Knowledge of facts, concepts, principles	2 Deploy techniques and tools	3 Contemporary pervasive themes	4 Markets, marketing, customers	5 Financial, human, physical resources	6 Synthesis and evaluation	7 Problem-solving	8 Written and oral communication	9 Analysis of financial/numerical data	10 Use of ICT	11 Group work	12 Research & referencing skills	13 Reflection, self-management	14 Sensitivity to diversity	15 Professional, ethical, social issues	1 Marketing management	2 Management of business functions	3 Use frameworks & analyse problems	4 Emerging themes &strategic responses
Level 4/Year One																			
Accounting Fundamentals	x	x			x		x	x	x	x					x	x	x	x	
Applied Personal & Professional Development	x	x					x	x	x	x		x	x		x				
Community Engagement	x	x	x	x		x	x	x		x	x	x			x		x	x	X
Introducing the Modern Workplace	x	x	x	x	x		x	x		x	x	x	x	x	x	x	x	x	X
Marketing Essentials	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	X
The Global Business Environment	x	x	x	x	x	x	x	x				x		x	x		x	x	
Level 5/Year Two																			
Entrepreneurship	x	x	x	x	x	x	x	x	x			x	x		x	x	x	x	X
Marketing Information Systems	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	X
Marketing Communications	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X
The Marketing Environment	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	X
Level 6/Year Three																			
Contemporary Issues in Marketing & Management	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	X
Marketing Planning and Practice	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	X
Strategic Management & Sustainability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Table 13 INTERNATIONAL BUSINESS Intended Learning Outcomes Mapped to Programme Modules

General/Specific Intended Learning Outcomes for the Programme **Programme Intended Learning Outcomes Mapped to Programme Modules:** **INTERNATIONAL BUSINESS** **Programme Modules**	GENERAL INTENDED LEARNING OUTCOMES (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO)															PATHWAY SPECIFIC			
	1 Knowledge of facts, concepts, principles	2 Deploy techniques and tools	3 Contemporary pervasive themes	4 Markets, marketing, customers	5 Financial, human, physical resources	6 Synthesis and evaluation	7 Problem-solving	8 Written and oral communication	9 Analysis of financial/numerical data	10 Use of ICT	11 Group work	12 Research & referencing skills	13 Reflection, self-management	14 Sensitivity to diversity	15 Professional, ethical, social issues	1 Management of business functions	2 Environment, strategies, stakeholders	3 Management cultures	4 Business communications
Level 4/Year One																			
Accounting Fundamentals	x	x			x		x	x	x	x					x	x	x		
Applied Personal & Professional Development	x	x					x	x	x	x		x	x		x				
Community Engagement	x	x	x	x		x	x	x		x	x	x			x		x		X
Introducing the Modern Workplace	x	x	x	x	x		x	x		x	x	x	x	x	x	x	x	X	X
Marketing Essentials	x	x	x	x		x	x	x		x	x	x	x	x	x	x	x	X	X
The Global Business Environment	x	x	x	x	x	x	x	x				x		x	x		x		
Level 5/Year 2																			
Global Financial Markets	x	x	x		x	x	x	x	x	x						x	x		
International Economic Trends	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Marketing Communications	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Management Ethics	x	x	x			x	x	x		x	x	x	x	x	x	x	x	x	x
Level 6/Year Three																			
Global Marketing Strategy	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	X	x
International Financial Management	x	x	x		x	x	x	x	x			x		x		x	x		X
Strategic Management & Sustainability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	x

Table 14 Entrepreneurship Intended Learning Outcomes Mapped to Programme Modules

General/Specific Intended Learning Outcomes for the Programme **Programme Intended Learning Outcomes Mapped to Programme Modules:** **Entrepreneurship** **Programme Modules**	GENERAL INTENDED LEARNING OUTCOMES (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO)															PATHWAY SPECIFIC			
	1 Knowledge of facts, concepts, principles	2 Deploy techniques and tools	3 Contemporary pervasive themes	4 Markets, marketing, customers	5 Financial, human, physical resources	6 Synthesis and evaluation	7 Problem-solving	8 Written and oral communication	9 Analysis of financial/numerical data	10 Use of ICT	11 Group work	12 Research & referencing skills	13 Reflection, self-management	14 Sensitivity to diversity	15 Professional, ethical, social issues	1 Management of business functions	2 Environment, strategies, stakeholders	3 Entrepreneurial skills	4 Emerging themes &strategic responses
Level 4/Year One																			
Accounting Fundamentals	x	x			x		x	x	X	x					X	x	x	x	
Applied Personal & Professional Development	x	x					x	x	X	x		x	x		X				
Community Engagement	x	x	x	x		x	x	x		x	x	x			X			x	
Introducing the Modern Workplace	x	x	x	x	x		x	x		x	x	x	x	x	X	X	x	x	X
Marketing Essentials	x	x	x	x		x	x	x		x	x	x	x	x	X	X	x	x	X
The Global Business Environment	x	x	x	x	x	x	x	x				x		x	X		x	x	X
Level 5/Year Two																			
Creativity and Innovation	x	x	x	x		x	x	x		x	x	x	x					x	X
Enterprising Organisations	x	x	x	x	x	x	x	x	x	x	x	x	x		x	X	x	x	X
Entrepreneurship	x	x	x	x	x	x	x	x	X			x	x		x	x	x	x	X
The Legal Framework	x	x	x			x	x	x		x	x	x	x	x	x			X	x
Level 6/Year Three																			
Contemporary Issues in Marketing & Management	x	x	x	x	x	x	x	x		x	x	x	x	x	x	X	X	X	X
International Entrepreneurship	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
Strategic Management & Sustainability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	x	X	X

Table 15 E-business Intended Learning Outcomes Mapped to Programme Modules

General/Specific Intended Learning Outcomes for the Programme **Programme Intended Learning Outcomes Mapped to Programme Modules:** **E-Business** **Programme Modules**	GENERAL INTENDED LEARNING OUTCOMES (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO)															PATHWAY SPECIFIC			
	1 Knowledge of facts, concepts, principles	2 Deploy techniques and tools	3 Contemporary pervasive themes	4 Markets, marketing, customers	5 Financial, human, physical resources	6 Synthesis and evaluation	7 Problem-solving	8 Written and oral communication	9 Analysis of financial/numerical data	10 Use of ICT	11 Group work	12 Research & referencing skills	13 Reflection, self-management	14 Sensitivity to diversity	15 Professional, ethical, social issues	1 Management of e-business functions	2 Environment, strategies, stakeholders	3E- Business and information management	4Emerging themes &strategic responses
Level 4/Year One																			
Accounting Fundamentals	x	x			x		x	x	X	x					X	x	x	x	
Applied Personal & Professional Development	x	x					x	x	X	x		x	x		X				
Community Engagement	x	x	x	x		x	x	x		x	x	x			X		x	x	
Introducing the Modern Workplace	x	x	x	x	x		x	x		x	x	x	x	x	X	x	x	x	X
Marketing Essentials	x	x	x	x		x	x	x		x	x	x	x	x	X	x	x	x	X
The Global Business Environment	x	x	x	x	x	x	x	x				x		x	X		x	x	X
Level 5/Year Two																			
Data Handling and Business Intelligence	x	x	x	X	x	x	x	x	x	x	X	x	x	x	x	x	x	x	X
Digital Marketing	x	x	x	x		x	x	x		x	x	x	x		x	x	x	X	X
E-Commerce	x	x	x	x		x	x			x	x	x	x	x	x	x	x	X	x
Information Systems Security	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	X	X	x
Level 6/Year Three																			
Contemporary Themes in E-business	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	X	X	X
Strategic Management & Sustainability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	X	X
Web Analytics	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	x

Table 16 Sustainable Management Intended Learning Outcomes Mapped to Programme Modules

General/Specific Intended Learning Outcomes for the Programme **Programme Intended Learning Outcomes Mapped to Programme Modules:** **Sustainable Management** **Programme Modules**	GENERAL INTENDED LEARNING OUTCOMES (APPLIES TO ALL PATHWAYS IN THE PORTFOLIO)															PATHWAY SPECIFIC			
	1 Knowledge of facts, concepts, principles	2 Deploy techniques and tools	3 Contemporary pervasive themes	4 Markets, marketing, customers	5 Financial, human, physical resources	6 Synthesis and evaluation	7 Problem-solving	8 Written and oral communication	9 Analysis of financial/numerical data	10 Use of ICT	11 Group work	12 Research & referencing skills	13 Reflection, self-management	14 Sensitivity to diversity	15 Professional, ethical, social issues	1 Management of sustainable business	2 Environment, strategies, stakeholders	3 Accounting concepts	4Leaders and managers
Level 4/Year One																			
Accounting Fundamentals	x	x			x		x	x	X	x					X	x	x	X	
Applied Personal & Professional Development	x	x					x	x	X	x		x	x		X				
Community Engagement	x	x	x	x		x	x	x		x	x	x			X		x	X	X
Introducing the Modern Workplace	x	x	x	x	x		x	x		x	x	x	x	x	X	x	x		X
Marketing Essentials	x	x	x	x		x	x	x		x	x	x	x	x	X	x	x	X	X
The Global Business Environment	x	x	x	x	x	x	x	x				x		x	X		x	X	
Level 5/Year Two																			
Green Management	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	X	x
Management Ethics	x	x	x			x	x	x		x	x	x	x	x	x	x	x		x
Managing the Sustainable Organisation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x
The Legal Framework	x	x	x			x	x	x		x	x	x	x	x	x	x	x	X	
Level 6/Year Three																			
Accounting for Sustainability and the Environment	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	X	
Strategic Management & Sustainability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	X
Critical Perspectives on Management	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x		X

Learning, Teaching and Assessment Strategy

This section provides a description of the Programme Team's strategy for ensuring that, upon successful completion of a module, students will have achieved the module's learning outcomes and for ensuring that, upon successful completion of the award, students have achieved the programme's learning outcomes.

Learning and Teaching Strategy

The learning and teaching strategies employed within the Portfolio are in accord programmes of a more *vocational* nature. Feedback from local employers indicates that they value applied skills more than theoretical knowledge and use this criterion as a basis for the recruitment and selection of staff. The learning and teaching strategies selected within the UG Portfolio of programmes therefore emphasise the *application* of business management concepts, supported and underpinned by theoretical material (Table 16 gives details of the learning and teaching strategy, as well as the assessment profile, for all modules).

A range of learning and teaching strategies will be applied, including:

- lectures;
- tutorials;
- seminars;
- practical sessions (laboratories, workshops,);
- enquiry based learning/individual project work;
- group project work (e.g. in modules such as *Applied Personal and Professional Development*)

Lectures are an efficient and effective method for delivering and synthesising blocks of information to a full class. They provide frameworks for further study and a platform for the dissemination of current information from a range sources.

Tutorials are conducted with individuals or in groups of students under the direction of a lecturer. The primary aim of the tutorial is to develop greater understanding of the taught material by encouraging student research, discussion and critical analysis. Students may be required to prepare material in advance and engage in debate and analysis during the course of the tutorial.

Seminars provide a means whereby groups of typically ten to twenty students can engage in interaction and dialogue under the direction/facilitation of the lecturer. Seminars provide the unique opportunity for students to question and respond to the material.

Practical Sessions provide a mechanism by which students can apply the theory studied and develop the skills required to create solutions to complex problems, for example, computer-laboratory sessions.

Additionally, the faculty is very active in a e-learning initiative, where a number of programmes have, and are being developed including an online version of the BA (Hons) Business Management degree). As this work matures, these programmes will be presented for consideration through the normal quality and validation processes.

Technology enhanced learning is valued by the lecturing team as a benefit to learning and teaching. Course documentation such as module specifications, assessment schedules, timetables, etc. are placed on the Moodle virtual learning environment (VLE) for easy, remote access by students. All lecturers upload to the VLE module a variety of resources such as lecture notes, further links/reading, assessment specifications, past exam papers, etc. The VLE is also an invaluable aid to two-way communication between lecturers and students via the announcements, SMS text messages and e-mail facilities. Web 2.0 technologies are used throughout the programmes. For example, some staff have created *wikis* to aid student group work while others ask students to use the *blog* facility to create weekly personal logs that reflect on their learning to date. This gives lecturers the opportunity to give formative feedback to the students. Some lecturers use Grademark to give summative feedback to students. The '*Applied Personal and Professional Development*' module and *'Data Management and Business Intelligence*' enhance students' use and understanding of such technologies.

Following the Faculty's modular framework, each taught 20-credit module is equivalent to 200 student learning hours including assessment. However, within a module, the learning and teaching strategies employed, and the balance of hours assigned to each activity (e.g. lectures, laboratory), is determined by the nature of the module. Most modules require a proportion of lecturer-driven formal tuition to deliver the conceptual, theoretical issues (for example, '*Marketing Essentials'*). Given the applied philosophy of the programmes, all modules, however, require *at least* an equal proportion of student-centred tutorials/laboratory/workshop-based or self-study activity (for example, '*Applied Personal and Professional Development*,' '*Entrepreneurship'*). The computer laboratory based modules such as '*Applied Personal and Professional Development,' 'Data Management and Business Intelligence'* and '*Digital Marketing,'* have a higher contact time due to the emphasis on practical application of concepts and the nature of work with technology.

Generally, tutorial or laboratory work (rather than lectures) facilitates the application of the concepts and is better suited due to smaller size groups. This facilitates the exploration of the topics and their application to real-world scenarios and problems, again emphasising the vocational nature of the programmes, in accord with the mission of the University. Tutorials and seminars are used to encourage students to pool and discuss ideas generated so that they may learn not only from the lecturer, but also from the views and experience of their peers. Tutorials and seminars also facilitate student-directed small group activities, as students work within groups to achieve the assessment outcomes and enhance their group-working transferable skill.

Transferable (or study) skills form an integral component with the delivery of the programme. Such skills promote a deeper understanding of the topics studied throughout the programmes; they support lifelong learning, and are the transferable skills desired in the employment context. Feedback from local employers indicates that they value highly skills such as report-writing and the ability to work as part of a team. These skills evolve and mature through practice, trial and error, feedback from others and student reflection. Whilst the *Applied Personal and Professional Development* module aims to provide students with the underlying study strategies that can accelerate that learning process; the learning and teaching strategies used in all modules will encourage students to develop a reflective, active, positive approach to learning, and to take responsibility for their own learning.

Specific examples of learning support which exceed normal support during module delivery are:

- Study skills support is offered centrally by Student Services, e.g. for report writing, self-study techniques;

- Dissertation tutorial support from overall supervision team, e.g. for support, project planning;

The School also operates a policy that allows students access to all computer laboratories whenever they are not used for formal scheduled teaching. This does include evenings throughout the academic year during which there is technician support available. Additionally, the Faculty has a well-developed strategy of extending student access to laboratories and workshops during periods of increased demand. This arrangement involves student requests being processed by the Programme Director and Dean of Faculty in order to implement satisfactory arrangements.

In order to promote a team approach to learning and teaching, and to give more support to individual lecturers, the University has procedures for internal verification, peer observation and staff mentoring.

There are also Faculty wide Enterprise and Industry Weeks which students attend and participate in during each academic year. There is an Enterprise week during November of each year and an Industry week during February of each year. Enterprise week is in conjunction with Global Entrepreneurship Week (GEW), which is the world's largest celebration of the innovators and 'job creators' who launch start ups that bring ideas to life, drive economic growth and expand human welfare. During one week each November, partner organizations in 118 countries conduct a broad range of activities, events and competitions (37,561 total in 2010) that are designed to promote some level or form of entrepreneurial activity. At a minimum, the activities connect participants to potential collaborators, mentors and even investors. Industry week follows a similar format to Enterprise week during February of each year. The week will involve guest speakers from industry who will cover current issues from any of the private, public and the voluntary sectors of the economy. Both or either weeks also often involve educational visits, field trips and other activities.

Assessment Strategy

The key purpose of the assessment scheme is to enable students to demonstrate individually that they have met the aims of the programmes and achieved the learning outcomes at the appropriate standard. Assessment is also used to provide feedback to students so as to assist in subsequent learning.

Thus the assessment requirements will be to support the fulfilment of the programme aims and learning outcomes specified above. In particular, the assessment should enable theory to inform practice, with students demonstrating intellectual rigour and reflecting critically on their own experiences. The overall assessment package will develop an independent learning culture and ensure that all the level descriptors are addressed (the outcomes being assessed are indicated in the assignments for each module). The strategy aims to reflect the varied backgrounds of the participants and the characteristics of each module (Table 16 gives details of the assessment profile, for all modules).

The assessment strategy follows the ethos of the programme aims, learning outcomes and learning/teaching strategy. The balance of the assessments also reflects professional body requirements. To gain a relevant professional body exemption then a similar sort of assessment to the one used by the professional body must be used to

assess the students on the degree programme. All assessment seeks to test knowledge and application of generic and specialist concepts. The form of assessment chosen for each module not only reflects the achievement of the learning outcomes for that module, but normally reflects the vocational, applied nature of the programmes. The applied nature of a significant proportion of the programmes' learning outcomes are in many respects more suited to assignment-based assessments covering a range of research, management skills and theory applied to practical cases, including work-based experiences; the applied nature of the programmes requires extensive use of real-world case material for teaching delivery and assessment (e.g. '*Strategic Management and Sustainability,' 'Organisational Consultancy'*). Furthermore, the time for reflection and in-depth analysis, and the activity/simulation of work-based management research (which is not examination based) in preparation for careers in management, is more naturally presented in a report (e.g. '*Marketing Communications*'), seminar paper (e.g. '*Contemporary Issues in e-Business*') or oral presentation of research findings (e.g. '*Applied Personal and Professional Development*').

Individual modules use approaches to assessment that meet the specific needs of the module. As well as the coursework methods above, these include, for example, personal portfolio based evidence of skill application (e.g. *'Sustainable Employment and Empowerment Skills,' 'Applied Internship*,' '*Applied Personal and Professional Development*'), posters to encourage and demonstrate creative thinking (e.g. *Marketing Essentials* and '*Contemporary Issues in marketing and Management*') and tutor agreed project (e.g. '*Sales and Personal Selling*'). Consequently, students experience a wide variety of assessment formats appropriate to the different skill sets being developed. In delivery the module tutors will rehearse student skills in tutorial/seminar exercises, which will later be formally tested in the summative assessment; so far as possible, the formative tasks will reflect the summative tasks in style and level of difficulty.

The team believes that a greater variety of assessment methods allows students to demonstrate more fully their capabilities and prepare them for future professional examinations and recruitment processes. For this reason, alongside 'takeaway' assignments involving reports, essays, presentations, posters, reflective diaries and portfolio evidencing, the programme has a number of examinations. So where appropriate, time-constrained examinations are used, normally of two-hour duration each. The testing of accounting problem-solving and concepts, for example, lends itself to an examination. In addition, in order to gain exemption from the corresponding paper of the professional accounting exams, students are required to have been assessed by means of a time constrained exam. These examinations can be open book and/or utilise case studies, e.g. *'Strategic Management and Sustainability.'* Such examinations allow students an alternative method of demonstrating their knowledge and abilities.

With regard to assessment, two issues of concern were debated by the team:

1. the burden of work on students.

2. the need of establish provenance.

With regard to the first issue, the team considered carefully what it felt to be an appropriate amount of work for students to complete and aimed for consistency of assessment value/workload across modules. Consequently, the assessment for a 20-credit module would normally require assessment that is equivalent to 4,000 words (so two 2,000 word assignments say, or one 2,000 word assignment and one two-hour

examination). The assessment strategies for individual modules are detailed within the individual module syllabus (see Module Syllabi Document). In addition, to help students manage the workload, the deadlines for submission of the module assessment are staggered across the academic year (reducing bunching and the clash of deadlines).

With regard to the provenance of students work, examinations are a traditional method of verifying that the work produced is the students' own work. To help authenticate student coursework, some modules require that the student and lecturer negotiate the topic for assessment on an individual basis, allowing the lecturer to monitor progress. Some modules (e.g. where the assessment is research-based) require students to verbally/visually present the results of their research to the lecturer and peers, followed by a question and answer session. Such assessment strategies are in accord with the learning and teaching strategies employed by the team, that is, where the aim is to generate work that is mainly student-driven, individual, reflective and vocationally-orientated. In addition the Turnitin text matching software is used to help establish provenance.

While group work is an essential element of business and management study and employment roles, occasionally group work results in an imbalance of student team member effort and/or conflict between team members. To resolve these problems, lecturers employ a range of strategies. For example, normally the teams are encouraged to resolve any problems themselves through peer negotiation. If the problem cannot be resolved by the team, the team is asked to identify the contributions of each team member and a weighting is applied to the marks. (Sometimes it is possible for the lecturer to identify individual's contributions, e.g. where blogs and wikis are used). Where this is not appropriate, the lecturer may split the team and reassign the team members.

A verifier is used to check each assessment element before it is presented to the students and prior to verification by the external examiner. Additionally, an internal verifier samples the marked student work.

Examining Boards meet at the end of each academic year to consider student results. The regulations and procedures that apply is that specified by the university. Similarly the Appeals Procedure is that specified by the university. Both are available on the university intranet and are given to students in the student handbook.

Table 17 Module Learning and Teaching Methods and Assessment

Credits	Module Title	Learning and Teaching Method (Hours)					Assessment (%)	
		Lectures	Tutorials/ seminars	Computer Lab/ Field study	Independent Study	Total	1	2
	LEVEL 4							
20	Accounting Fundamentals	25	25	0	150	200	50 assignment	50 exam
20	Applied Personal & Professional Development	25	0	25	150	200	25 report	75 group presentation
20	Community Engagement	27	3 mentoring	20 engagement experience	150	200	0	100 outline plan reflective evaluation
20	Industry Skills	30	30	20	120	200	50 action plan	50 development plan
20	Introducing the Modern Workplace	25	25	0	150	200	50 essay	50 group presentation/report
20	Marketing Essentials	25	25	0	150	200	50 essay	50 group presentation
20	The Global Business Environment	25	25	0	150	200	50 essay	50 exam
20	Work Based Learning	0	0	200 work based learning	0	200	50 employer appraisal	50 work based viva

Credits	Module Title	Learning and Teaching Method (Hours)					Assessment (%)	
		Lectures	Tutorials/ seminars	Computer Lab/ Field study	Independent Study	Total	1	2
	LEVEL 5							
20	Applied Internship	0	0	360 placement	0	360	40 employer appraisal	60 Placement viva
20	Applied Work Based Learning	0	0	200 work based learning	0	200	50 appraisal	50 viva
20	Auditing, Ethics and Corporate Governance	25	25	0	150	200	50 exam	50 exam
20	Business Statistics	25	25	0	150	200	50 practical	50 written
20	Creativity and Innovation	25	25	0	150	200	50 report	50 presentation
20	Data Handling and Business Intelligence	25	25	0	150	200	50 report	50 practical/report
20	Digital Marketing	25	25	0	150	200	50 briefing document/presentation	50 assignment
20	e-Commerce	25	25	0	150	200	40 essay	60 report
20	Enterprising Organisations	25	25	0	150	200	50 report	50 Case study
20	Entrepreneurship	25	25	0	150	200	50 report/presentation	50 business plan
20	Financial Reporting	25	25	0	150	200	30 report	70 exam
20	Global Financial Markets	25	25	0	150	200	50 report	50 presentation
20	Green Management	25	25	0	150	200	50 report	50 research project
20	Information Systems Security	25	25	0	150	200	50 report	50 report
20	Intellectual Property Rights	25	25	0	150	200	50 essay	50 report

20	International Economic Trends	25	25	0	150	200	50 assignment/blogs	50 exam
20	IT Skills for Employability in Finance	25	25	0	150	200	50 practical assignment	50 practical assignment
20	Key Skills in Employability	30	30	0	140	200	50 work based learning video record	50 e-learning evidence portfolio
20	Management Accounting	25	25	0	150	200	30 report	70 exam
20	Management Economics	25	25	0	150	200		100 written assignment based on a case study
20	Management Ethics	25	25	0	150	200	50 report	50 Research project
20	Managing People	25	25	0	150	200	50 Report	50 Group Presentation
20	Managing the Sustainable Organisations	25	25	0	150	200	50 report	50 Practical communications project
20	Marketing Communications	25	25	0	150	200	50 exam	50 Case study
20	Marketing Information Systems	25	25	0	150	200	50 report	50 research proposal
20	Modern Languages for Professional Purposes	25	25	0	150	200	50 speaking, written, listening and reading	50 speaking, written, listening and reading
20	Operations Management and Quality	25	25	0	150	200	50 report	50 Presentation
20	Project Management	25	25	0	150	200	50 report	50 report
20	Public Sector Accounting	25	25	0	150	200	50 essay	50 essay
20	Sales and Personal Selling	25	25	0	150	200	50 practical project	50 report
20	Skills for Managing	30	30	0	140	200	50 simulated team event	50 report

20	Stakeholder Marketing	25	25	0	150	200	0	100 assignment
40	Study Module (International Independent Study Module)(Business and Management)Abroad						0	100 coursework
20	Sustainable Employability and Empowerment Skills	40	20	0	140	200	80 development plan	20 e-development record
20	Taxation	25	25	0	150	200	30 presentation	70 exam
20	The Human Resource Professional	25	25	0	150	200	50 case study	5100 project proposal
20	The Legal Framework	25	25	10 placement	140	200	50 essay	50 report
20	The Marketing Environment	25	25	0	150	200	0	100 practical demonstration/ report

Credits	Module Title	Learning and Teaching Method (Hours)					Assessment (%)	
		Lectures	Tutorials/ seminars	Computer Lab/ Field study	Independent Study	Total	1	2
	LEVEL 6							
20	Accounting for Sustainability and the Environment	25	25	0	150	200	50 report	50 presentation
20	Contemporary Human Resources in Practice	25	25	0	150	200	50 essay	50 report
20	Contemporary Issues in Marketing Management	25	25	0	150	200	50 essay	50essay negotiated project
20	Corporate Governance and Social Responsibility	25	25	0	150	200	50 assignment	50 report
20	Contemporary Themes in e-Business	25	25	0	150	200	50 presentation	50 report
20	Corporate Reporting and Social Responsibility	25	25	0	150	200	30 report	70 exam
20	Critical Perspectives on Management	25	25	0	150	200	50 report	50 research based exercise
20	Delivering Customer Value	25	25	0	150	200	0	100 assignment
40	Dissertation	20	20	0	360	400	10 research proposal	90 dissertation
20	Employment Relations and Reward	25	25	0	150	200	50 case study	50 report
20	Global Marketing Strategy	25	25	0	150	200	50 report	50 report
20	International Business Communications	25	25	0	150	200	50 presentation/report	50 essay/discussion
20	International Entrepreneurship	25	25	0	150	200	60 dossier	40 presentation
20	International Financial Management	25	25	0	150	200	30 assignment	70 exam
20	Leadership and Management, Theory and& Practice	25	25	0	150	200	50 report	50 group presentation

20	Managing Internationally	25	25	0	150	200	50 report	50 report
20	Marketing Planning and Practice	25	25	0	150	200	0	100 assignment
40	Organisational Consultancy	12.5	12.5	0	175	200	10 project initiation document	90 project
20	Public Sector Finance and Control	25	25	0	150	200	essay 50	report 50
20	Sandwich Placement	0	0	0	placement 2000	2000	placement assessment 75	placement project 25
20	Strategic Management and Sustainability	25	25	0	150	200	50 report	50 exam
20	Web Analytics	25	25	0	150	200	50 report	50 practical project/report

Student Support offered

Programme Management Structure

This section describes the programme management structure and how it contributes to the student support offered. The Programme Management Committee PMC), headed by a programme director, will assume overall responsibility for the day-to-day management, monitoring and maintenance of standards of the Programme.

There will be a programme director, who will have responsibility for a related set of programmes.

The Programme Director will have the support of year tutors in order to ensure that the large cohorts are supported and managed appropriately. The Programme Director will also have the support of a dedicated Admissions Tutor.

The modules within the Portfolio are available to all students, therefore members of the teaching team will teach on many or all of the programmes across the Portfolio. Module leaders will co-ordinate activities within their module and across the programmes to ensure consistency of standards and experience for all students.

In addition, the Portfolio benefits from the support of an International Student Co-ordinator and a Visiting Lecturer Co-ordinator to ensure that all part-time staff are inducted, mentored and developed appropriately.

The composition of the PMC will be as follows:

- Programme Director
- Year/level tutors for each level of the programme
- Admissions Tutor
- All academic staff teaching on the Programme
- Elected student representatives
- External Examiner (when available)

All undergraduate quality procedures and documentation are standardised within the Business School. The Head of Undergraduate Studies will work very closely with the programme director to co-ordinate activities, ensure consistency of standards and help assure quality across the programmes. This includes the development of standardised induction procedures for new staff, standardised assessment procedures/documentation (e.g. templates for assessment specification, verification, marking, module review) and regular staff development sessions to maintain and enhance quality throughout the undergraduate programmes. As well as the frequent, routine informal meetings with the programme directors and year tutors, regular formal meetings will be arranged, normally at least once a month, to co-ordinate activities and ensure smooth operation of the programmes.

Programme Management Committee Procedures

The normal programme management and administrative procedures (as detailed in the University's Quality Handbook) are applied. In summary, the Programme Management Committee (PMC) for the award is responsible for successful operation of the programme, and this committee reports to the Faculty Board.

The PMC meets at least two times each year, and its responsibilities are:

(i) The formulation of detailed procedures for the programme and to ensure their compatibility with the regulations of the University and the University of Wales.

(ii) Monitoring, reviewing and developing the programme.

(iii) Maintenance of the academic standard of the programme.

(iv) Reporting on the resource requirements appropriate to the programme.

(v) Policy matters in relation to admissions, assessment, and student support.

(vi) Submission of reports to Faculty Board, other University committees and external agencies, as required.

(vii) Effective communication with the Examining Board.

(viii) Proposal of external examiners.

A Programme Director chairs the PMC meetings, and is delegated a range of duties by the PMC. These duties include:

- implementing the admissions policy;
- implementing decisions of the PMC and Examining Board;
- monitoring student progress;
- maintaining effective communication with staff teaching on the programme;
- reporting of resource issues;
- communicating with the External Examiner;
- preparing the Annual Programme Report and other documentation as required;
- co-ordinating timetable and examination processes.

The Programme Director will also be assisted by staff with specific duties, e.g. Dissertation co-ordinator, year tutors.

Quality Control

Quality control of the programme is the responsibility of the PMC and the Faculty Board. Specific activities which support the PMC, its Examining Board and Faculty Board are:

- annual review, which generates the Annual Programme Report;
- quinquennial review.

Quality assurance of these procedures is provided by the Faculty Board. This committee critically evaluates each Annual Programme Report and tracks actions taken as a result of this report, as well as a result of the External Examiner's report.

This Validations Sub committee is responsible for the initial validation and subsequent quinquennial review of each programme.

Student Monitoring and Support

The Programme Director and Year Tutors will be in regular contact with the students to ensure that any problems are detected and rectified, wherever possible, at an early stage. Students will also elect representatives to attend Programme boards, and thereby, bring major problems to the attention of the programme management teams. The Programme Director, will also obtain student opinion directly, via student questionnaires.

During the student induction period, typically a week, at the commencement of the programme students are supplied with a range of guidance documentation and advice, which includes:

- student handbook (produced by Registry).
- programme handbook (produced by Faculty).

Student representatives attend the PMC, as well as other Faculty and University committees. There is an active Student Council. The normal student support processes are provided by the University:

- personal counsellor;
- careers advice;
- student skills support (including dyslexia support);
- student accommodation;
- student's union;
- medical services.

Examples of learning support offered to current students are:

- reference to special needs tutors (e.g. dyslexic support);
- centrally organized PC training;
- reference to student services study skills support (e.g. for report writing).

- Appointed times to meet with year tutors

Personal Development Planning

Personal development related content and learning outcomes are incorporated into the level 4 '*Applied Personal and Professional Development'* module, and this is formally assessed. This 20-credit common module provides in a formally organised way, the transferable, generic skills desired in the employment context, which have traditionally been incorporated into the Programmes via a wide range of management-related modules. The '*Applied Personal and Professional Development'* module aims to provide students with the underlying study strategies and skills that can accelerate the learning process, promote a deeper understanding of the topics studied throughout the programmes and support lifelong learning.

Sustainability Statement

UWTSD recognises the fundamental importance of environmental issues and their potential impact to the future health and well-being of all those involved with the university, the wider community and our planet. Thus the University is committed to providing a stimulating, progressive and sustainable environment for learning, including full consideration of social, economic and environmental impacts and opportunities.

Sustainable development is a strategic priority for the University, as outlined in the Strategic Plan 2013-17, as such the University accepts its responsibility of demonstrating leadership in sustainability through innovation and enhancement of its actions as an institution at the local, regional and global level, minimising its impacts and determining sustainable solutions to environmental concerns.

The University supports Sustainable Development through a system-based approach to delivering meaningful and relevant educational pathways in which we will promote learning and social responsibility that supports "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (Brundtland Commission 1987).

In support of these principles the University is committed to:

1. Including the principles of sustainability into the relevant programme curriculum and ensuring that students and staff have the opportunity to engage in the University's commitment to sustainability.

2. Assessing the impacts of current and future programmes with due regard to all aspects of sustainability through promoting awareness and understanding of local and global environmental, social justice and economic issues amongst all members of staff, students and the external community.

3. Promoting the protection of the natural and cultural environment on all our campuses and at other sites used by the University.

4. Continually improving the University's environmental performance by means of a formally recognised Environmental Management System with regular audit.

5. Publishing an annual Environmental Statement setting objectives and targets for reducing our environmental impact in the following areas: - energy & emissions,

water, waste, sustainable procurement, biodiversity, construction & refurbishment, sustainable travel and community involvement.

6. Working with local, regional and national communities to contribute to, and to develop policies and actions to improve awareness, training and skills in environmental sustainability.

7. Complying with all relevant environmental legislation related to the University's activities – where no legislation exists we will set our own standards informed by relevant codes of practice and guidelines.

In accord with the University's commitment to sustainability and to address the growing demand for sustainability in all business sectors the programme team have developed a degree component in Sustainable Management. As well as this, the programme team has embedded into all modules, on all programmes, the pervasive themes listed in the QAA subject benchmarks for general business and management, one of which is sustainability. Where possible this has been made explicit in the title of the modules and is included in the learning outcomes and/or indicative content as well. The Government has set sustainability high on the political agenda in regards to the social, environmental and economic impact of both private and public organisations. The importance of the triple bottom line, People, Profit, Planet, has been incorporated in all modules where possible.

Therefore, the undergraduate business portfolio of programmes embeds a commitment to sustainability throughout each module and learners on these programmes will be given the opportunity to reflect upon and question issues in connection with business and management in terms of sustainability at national and international levels. For example, they will be asked to reflect on the dilemmas of balancing the needs of individual organisations and economies with the needs of sustainability agendas that benefit the wider community. Questions of environmental sustainability, ethics and corporate responsibility will be considered within the programme content.

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

1. Futures Thinking – this engages people in imagining preferred visions for the future. It involves the exploration of assumptions and of meaningful understandings and interpretations of sustainable development. This process of envisioning futures leads people to take ownership and responsibility for more sustainable futures.

2. Critical and Creative Thinking – this enables people to explore new ways of thinking and acting, make informed decisions and create alternatives to present choices. It involves reflecting on how people inter-relate with one another, understanding cultural differences and creating alternative ways of living together.

3. Participation and Participatory Learning – the engagement of people is needed to build sustainable futures collectively. Engaging diverse stakeholders and communities is essential, as they value and include differing knowledge systems and perspectives. The process of participation is also important for creating ownership and participation.

4. Systematic Thinking – this is essential to sustainable development, as piecemeal approaches have proved not to work, instead resolving one issue while creating other problems. Sustainable development requires approaches which go beyond analysis in terms of 'problem-solving' and/or 'cause-effect.'

5. Partnerships – these are a motivating force towards change. They empower people and groups to take action, to take part in decision making processes and to build capacity for sustainable development. Inter-cultural and multi-sectoralsectorial partnerships in particular are often highlighted as critical in essential for sustainability approaches.

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

It is evidenced not only in the Sustainable Management degree programme but also in modules throughout the portfolio particularly in '*Introducing the Modern Workplace,' 'Managing People,' 'Skills for Managing,' 'Management Ethics,' 'Creativity and Innovation,'* '*Strategic Management and Sustainability,' 'Critical Perspectives on Management,' 'Sustainable Employability and Empowerment,' 'Green Management,' 'Managing the Sustainable Organisation,'* and *'Accounting for Sustainability and the Environment.'*

The faculty's activities are (arguably) not directly related to the sustainability issues addressed in the Education for Sustainability and Global Citizenship (ESDGC) initiative, insofar as most of the "materials" that are dealt with are themselves virtual. However, as well as the above, the faculty can point to the following ongoing activities with regards to sustainability:

- The faculty is diligent and proactively involved in the University's own recycling programmes. All electronic equipment is either recycled internally or subject to controlled and licensed disposal.
- Paper, plastic, and foods recycling points are distributed throughout the facility.
- Paper usage on items such as brochures has been reduced, eliminating waste of resources within environmental limits.
- Continuing development of Moodle, the Virtual Learning environment (VLE), blended learning and teaching strategies, encouraging reflective learning and teaching with use of journals and blogs.
- The use of Moodle as a means of communication avoids the need to print multiple copies.
- Developing links with sustainable business organisations for industry internships.

The University have put sustainability at the core of its delivery and have been working alongside other universities across the UK through the Higher Education Academy's. Similarly working with industry and the wider community to promote and embed principles of sustainability. In addition the University are cognisant of the aims of UNESCO and inform their strategies appropriately. There is a Faculty wide response to ensure the cohesive delivery of the aims of INSPIRE as part of our *'fit for future*' framework.

Students

Selection procedures

Actual entry requirements e.g. any specific `A' levels, BTEC etc. requested;

The admission of students to the programmes will be conducted in accordance with UWTSD regulations and the guidelines of the appropriate awarding body:

- BA programmes: UWTSD Regulations and Standing Orders
- HN programmes: UWTSD guidelines.

The general criterion to be applied in deciding whether to admit a student is that there should be an expectation that the applicant is capable of fulfilling the learning outcomes of the programme and achieving the standard required for the award chosen in accordance with awarding body and UCAS requirements.

Entry to Level Four

Entry to Level 4 of the portfolio will be at the discretion of the Admissions Tutor, delegated by the Portfolio Management Committee. Decisions relating to the admission of students with advanced standing will be taken by the Admissions Tutor following consultation with the appropriate Portfolio Director and the rules for Accreditation of Prior Experiential Learning (APEL) in AQH.

The normal entry requirements for the programmes are:

(a) UCAS Tariff points with at least 3 GCSE's at grade "C" or above, or equivalent:
  (i) BA programmes: 160 UCAS Tariff points (e.g. 2 ‘A’ levels),
  (ii) HN programmes: 80 UCAS Tariff points (e.g. 1 ‘A’ level).

(b) BTEC Nationals (NQF) Diploma or Certificate.

(c) BTEC Nationals (NQF) Extended Diploma or Certificate.

(d) National vocational qualifications Level 3.

(e) Other equivalent qualifications (e.g. International, European and Baccalaureates, City and Guilds, Access to Higher Education Diploma).

In keeping with the University’s mission and the rationale of the Portfolio, applications from students with significant relevant experience who do not meet normal entry requirements, will also be welcomed. Decisions relating to the admission of such candidates will normally be taken following an interview with the Admissions Tutor, and/or member of the Portfolio teaching team.

Students whose first language is not English are required to demonstrate competence in the English language, e.g. IELTS 6.0.

Admission with Advanced Standing

This term covers all cases where an applicant's prior qualifications, learning and/or experience are accepted as fulfilling some of the requirements of the programme. The appropriate level of entry will be determined in accordance with Accreditation of Prior Experiential Learning (APEL) regulations in AQH.

However, all direct entry students must possess the necessary underpinning theoretical and practical skills to pursue level 5 modules. If not, the student will be required to undertake those level 4 modules that provide the missing skills prior to commencing Level 5.

Students applying for direct entry onto Level 6 from other institutions must have studied similar Level 4 and 5 modules to the programme they wish to enter. The student may be required to attend an interview and will be asked to provide supporting evidence of their achievements.

Admission of Students Holding a Further Education Training and Awards Council (FETAC) Certificate from the Republic of Ireland

The School has significant experience of recruiting and admitting to the University, students with advanced standing from the F&HE sector in Ireland. In line with the Bologna Process for the standardisation of European Union higher education qualifications which suggests that universities must follow their own guidelines and regulations regarding credits and transfer and following consultations with colleagues from University Registry, The School of Public Service Leadership, (which is undertaking a similar process) and senior managers in the F&HE sector in the Republic of Ireland, on admission with advanced standing for students holding Irish FETAC certificates, the School deems that the FETAC Level 5 Certificate (one year of full time study post Irish Leaving Certificate) is equivalent to approximately 100 CATS credits and that the FETAC Level 6 Certificate (two years of full time study post Irish Leaving Certificate) is equivalent to approximately 220 CATS credits. A student holding a FETAC certificate in Business or a related field, therefore, could be admitted to either Level 5 or Level 6 of this programme, depending on the suitability of his her/award and subject to his/her joining a summer school (the pilot summer school programme ran successfully in the summer of 2009) to undertake the required number of credits to allow entry to either Level 5 or Level 6 of this programme. FETAC Level 6 Certificate holders who are currently employed in or have significant experience in the field of Business may proceed to Level 6 on presentation of a portfolio of evidence in which they may claim some credits using the University's Accreditation of Prior Experiential Learning (APEL) procedures.

Bridging Studies

Currently there is a standard, mandatory induction course to level 6 direct entry. This course currently includes:

- Referencing
- Report Writing
- Essay writing
- Introduction to degree study
- Appropriate, relevant subject studies

It should be noted that the University fully supports implementation of recent legislation on disability and equal opportunities; recent staff development activities and the nomination of an officer to monitor adherence to legal requirements and the establishment of an Equal Opportunities Working Group endorse this emphasis. The Faculty adheres to the University Policy on equal opportunities. If the Admissions Tutor is uncertain of implications of accepting students with special needs, reference is

made to the Student Services unit and the Dean to attempt to resolve these uncertainties.

Exit Points and Awards

In addition to an Honours degree, an Ordinary degree and Joint Honours components, the UWTSD recognises the following additional exit awards:

1. *Diploma of Higher Education* - (this is a convenient exit point for students who, for whatever reasons, cannot continue their studies to final degree award). It requires 240 credits, with a minimum of 120 credits from Level 5 or above.

2. *Certificate of Higher Education* - (this is a convenient exit point for students who, for whatever reasons, cannot continue their studies at the next level). It requires 120 credits from Level 4 or above.

Bachelor's Degree Classification

To reflect a level 6 candidate's exit velocity, the bachelor's degree classification will be calculated giving the level 6 results a weighting of 2 and the level 5 results a weighting of 1. However, the level 6 average alone may be used to determine the candidate's classification, if this is in the best interests of the student.

SECTION 2 - Related Programmes

Joint Honours

The main programme is used as a basis for a number of Joint Honours (half degree) programmes. It is sufficient to rely upon the programme specifications of the relevant subjects from earlier in the document.

The proposed structures can be seen in table 48 below and a brief rationale for the combination of modules that are included can be seen in tables 49-51 that follow that.

Table 18
Proposed BA Joint Honours (half degrees) Structures

Business Management (Joint Hons)	Management & Leadership (Joint Hons)	Marketing Management (Joint Hons)
Level 4	Level 4	Level 4
Accounting Fundamentals (20)	Accounting Fundamentals (20)	Marketing Essentials (20)
The Global Business Environment (20)	The Global Business Environment (20)	The Global Business Environment (20)
Marketing Essentials (20)	Introducing the Modern Workplace(20)	Introducing the Modern Workplace (20)
Level 5	Level 5	Level 5
Entrepreneurship (20)	Managing People (20)	Entrepreneurship (20)
Data Management and Business Intelligence (20)	Skills for Managing (20)	Marketing Communications (20)
Managing People (20)	Management Ethics (20)	The Marketing Environment (20)
Level 6	Level 6	Level 6
Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)	Strategic Management & Sustainability (20)
International Financial Management (20)	Critical Perspectives for Management (20)	Marketing Planning and Practice (20)
Leadership Management Theory and Practice (20)	Leadership & Management Theory and Practice (20)	Contemporary Issues in Marketing and Management (20)

Table 19
Existing and Proposed Structures for Joint Honours (half degrees) Business Management (Business) (Level 4)

Existing Modules		Proposed Modules		Rationale
Accounting Fundamentals	20	Accounting Fundamentals	20	No change (other than updated content, etc.). The module covers the concepts, techniques and methods of modern cost accounting and the role it plays in business organisations. Additionally, the significance and use of financial information in business and basic principles of accounting.
Business Environment	20	The Global Business Environment	20	Change of title to better reflect content. The content broadly remains unchanged - the political, economic, social, technological, ecological and legal factors within the business environment and their significance in business strategy, operations and performance within a competitive environment.
Marketing Essentials	20	Marketing Essentials	20	No change (other than updated content, etc.). The module introduces students to the business discipline of marketing and the core elements from which marketing activities develop.
TOTAL	**60**		**60**	

Existing and Proposed Structures for Joint Honours (half degrees) Business Management (Business) (Level 5)

Existing Modules		Proposed Modules		Rationale
Level 5				
Entrepreneurship	20	Entrepreneurship	20	No change (other than updated content, etc.). This module introduces the concept of entrepreneurship and gives students the theoretical and practical knowledge to engage in the entrepreneurial process. The module will do this through critically evaluating current and emerging entrepreneurial themes, and through an investigation of a specific market with the production of a professional business plan.
Personnel Resourcing & Development	20	Managing People	20	Change of title to better reflect content. The content broadly remains unchanged. This module aims to cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work. It will also allow students to comprehend concepts of organisational design, functions and processes of management, in addition to recognising the importance of 'management' as an integrating activity.
Information for Decision Making	20			Module discontinued as much of the content is delivered in Marketing Information Systems (Level 5).
		Data Management and Business Intelligence	20	This new essential module will focus on how data systems work, how their benefits can be optimised and how to analyse and evaluate the information in the systems in order to obtain maximum benefit.
TOTAL	**60**		**60**	

Existing and Proposed Structures for Joint Honours (half degrees) Business Management (Business) (Level 6)

Existing Modules		Proposed Modules		Rationale
Level 6				
Strategic Management & Sustainability	20	Strategic Management & Sustainability	20	No change (other than updated content, etc.). This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.
Strategic Information Systems and the e-Business	20			Module discontinued as much of the content is delivered in E-Commerce (Level 5).
Organisational Consultancy	20			Organisational Consultancy was previously a 20-credit core module but it has now changed to a 40-credit option module with more emphasis on research so that the module is more student-driven and focused.
		International Financial Management	20	This new essential module will focus on fundamental international financial techniques, financial strategy and the attainment of international corporate objectives.
		Leadership and Management: Theory and Practice	20	This new essential module that will focus on the dynamics involved in leading people within an organisational context for the success of a business.
TOTAL	**60**		**60**	

Table 20
Existing and Proposed Structures Joint Honours (half degrees) Management and Leadership (Level 4)

Existing Modules		Proposed Modules		Rationale
Accounting Fundamentals	20	Accounting Fundamentals	20	No change (other than updated content, etc.). The module covers the concepts, techniques and methods of modern cost accounting and the role it plays in business organisations. Additionally, the significance and use of financial information in business and basic principles of accounting.
Business Environment	20	The Global Business Environment	20	Change of title to better reflect content. The content broadly remains unchanged - the political, economic, social, technological, ecological and legal factors within the business environment and their significance in business strategy, operations and performance within a competitive environment.
Management and Organisational Behaviour	20	Introducing the Modern Workplace	20	Change of title to better reflect content. The content broadly remains unchanged – the behavior of people in work. Organizational design, functions and process of management and their impact on organizational performance.
TOTAL	**60**		**60**	

Existing and Proposed Structures Management and Leadership (Level 5)

Existing Modules		Proposed Modules		Rationale
Level 5				
Leading Customer Service Excellence (20)	20			Module discontinued as much of the content is delivered in Delivering Customer Value (Level 6).
Personnel Resourcing & Development	20	Managing People	20	Change of title to better reflect content. The content broadly remains unchanged. This module aims to cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work. It will also allow students to comprehend concepts of organisational design, functions and processes of management, in addition to recognising the importance of 'management' as an integrating activity.
Information for Decision-Making	20			Module discontinued as much of the content is delivered in Marketing Information Systems (Level 5).
		Skills for Managing	20	This new essential module will focus on the skills and abilities required for effective managing; and to develop these in order to contribute to organisational sustainability and growth.
		Management Ethics	20	This new essential module will focus on corporate social responsibility and competing models of ethical strategies, which contribute to effective management.
TOTAL	**60**		**60**	

Existing and Proposed Structures for Management & Leadership (Level 6)

Existing Modules		Proposed Modules		Rationale
Level 6				
Strategic Management & Sustainability	20	Strategic Management & Sustainability	20	No change (other than updated content, etc.). This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.
Critical Perspectives on Management	20	Critical Perspectives on Management	20	No change (other than updated content, etc.). To develop the student's knowledge and understanding of the dynamics involved in leading people within an organisational context for the success of a business.
Applied Leadership & Management	20	Leadership & Management: Theory & Management	20	Change of title to better reflect content. The content broadly remains unchanged. This module aims to explore objectively and critically the role of managers in modern organisations. It utilises social, cultural and normative perspectives to encourage more systemic critiques of conventional theory and practice.
TOTAL	**60**		**60**	

Table 21
Existing and Proposed Structures for Joint Honours (half degrees) Marketing Management (Level 4)

Existing Modules		Proposed Modules		Rationale
Business Environment	20	The Global Business Environment	20	Change of title to better reflect content. The content broadly remains unchanged - the political, economic, social, technological, ecological and legal factors within the business environment and their significance in business strategy, operations and performance within a competitive environment.
Marketing Essentials	20	Marketing Essentials	20	No change (other than updated content, etc.). The module introduces students to the business discipline of marketing and the core elements from which marketing activities develop.
Management and Organisational Behaviour	20	Introducing the Modern Workplace	20	Change of title to better reflect content. The content broadly remains unchanged – the behavior of people in work. Organisational design, functions and process of management and their impact on organizational performance.
TOTAL	**60**		**60**	

Existing and Proposed Structures for Joint Honours (half degrees) Marketing Management (Level 5)

Existing Modules		Proposed Modules		Rationale
Level 5				
Marketing in Practice	20			Module discontinued as much of the content is delivered in Delivering Customer Value (Level 6).
Entrepreneurship	20	Entrepreneurship	20	No change (other than updated content, etc.). This module introduces the concept of entrepreneurship and gives students the theoretical and practical knowledge to engage in the entrepreneurial process. The module will do this through critically evaluating current and emerging entrepreneurial themes, and through an investigation of a specific market with the production of a professional business plan.
Assessing the Business Environment	20	The Marketing Environment	20	Change of title to better reflect content. The content broadly remains unchanged. This module will focus on the importance of marketing information in gaining a more in-depth understanding of both the market in which an organisation operates and the customers it seeks to serve. It will provide an understanding of how an integrated approach to the collection, recording, analysing and interpreting of information can be used to support decision making in an organisation. It will also enable students to undertake and manage a small to medium sized marketing research project.
		Marketing Communications	20	This module has a change of title from Marketing Communications Strategy. The content broadly remains unchanged. The module has been moved from level 5 to level 6 as this reflects current practice and mirrors the CIM qualifications to allow for exemptions. This module will introduce the students to the mechanics of marketing communications to develop the students' critical faculties in creating and developing campaigns. It will provide a framework to support an integrated approach to marketing communications.
TOTAL	**60**		**60**	

Existing and Proposed Structures for Joint Honours (half degrees) Marketing Management (Level 6)

Existing Modules		Proposed Modules		Rationale
Level 6				
Strategic Management & Sustainability	20	Strategic Management & Sustainability	20	No change (other than updated content, etc.). This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.
Marketing Planning Process	20	Marketing Planning and Practice		Change of title to better reflect content and fit with CIM module - with the content broadly remaining unchanged but updated. This module aims to apply the concept of the marketing planning process to a variety of organisational contexts and sectors with a view to producing an innovative, robust strategic marketing plan responsive to market changes and to assess the challenges posed by a dynamic marketing environment to the needs of the marketing planning process in different organisations.
Contemporary Themes in Marketing and Management	20	Contemporary Themes in Marketing and Management	20	No change (other than updated content, etc.). This module will facilitate a students' ability to take a strategic perspective of the impact of emerging themes on organisations at a *sectoralsectorial* or *industry* level. It will equip students with the knowledge they need to build an in-depth understanding of the key emerging themes impacting on organisations in both today's and tomorrow's dynamic and changeable business environment. It will ensure students have exposure to the latest thinking from a variety of disciplines.
TOTAL	**60**		**60**	

Module Details

Level 4 Modules

MODULE CODE:	**M1X9039**
MODULE CODE:	**SBUS4100**
TITLE:	**Accounting Fundamentals**
DATED:	**11/02/2014**
LEVEL:	**4**
CREDITS:	**20**
JACS CODE:	**N400**

AIM(S)

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

LEARNING OUTCOMES

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

1. Explain the nature, behaviour and purpose of cost accounting and apply cost accounting concepts, techniques and methods to business transactions.

2. Review the basic principles of accounting including use of appropriate software.

3. Prepare financial statements from initial data, dealing with both routine and non-routine transactions and analyse financial statements with confidence

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

The aim of the assessment will be to enable students to apply theoretical concepts learnt in the classroom to a practical situation. As the module aims to develop students' understanding of the use of IT to solve accounting problems, an assignment simulating a practical scenario was felt to be an appropriate assessment strategy.

A typical assessment will involve the use of information technology and will be designed to simulate the practical problem of summarising and processing a batch of original transactions in order to create a set of financial statements from

Assessment Component 2 – 50%

Students will be assessed by a 2 hour examination. Within the examination they will be expected to identify relevant concepts, techniques and methods, applying them to resolve problems in real world situations. A key focus of the examination will be the ability of students to critically evaluate the concepts applied within the examination framework.

Assessment Summary

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

BIBLIOGRAPHY

Essential

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Dyson J R (2010) (8th Ed) Accounting for Non Accounting Students, London: FT Pitman Publications

Lucey T (2008) (7th Ed) Costing, London: D P Publications

Wood, F (2011) (12th Ed) Frank Wood's Business Accounting 1, London: FT Pitman Publications

Recommended

Cox D (1997) Business Accounts, London: Osborne Books

Weetman P. (2013) (6th Edition) Financial Accounting: An Introduction, Pearson

Background

Bromwich M and Bhimani A (1994) (2nd Ed) Management accounting, Pathways to Progress, London: CIMA

Coombes H M and Jenkins D E (2001) (3rd Ed) Public Sector Financial Management London: Chapman and Hall

Ellis J (1993) Corporate Strategy and Financial Analysis, London: FT Pitman Publications

Garbutt Prof D (1992) Making Budgets Work: The Control and Use of the Budgetary Control Process, London: CIMA

Glynn J et al (2003) (3rd Ed) Accounting for Managers, London: Thomson Business Press

Hopwood A C (1976) Accounting and Human Behaviour, London: Prentice Hall International

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Pizzey A V (1989) (3rd Ed) Cost and Management Accounting, London: Paul Chapman Publishing

Sizer J (1989) (3rd Ed) An Insight into Management Accounting, Harmondsworth: Pelican

Ward AM and Thomas A (2012) (7th Ed) Introduction to Financial Accounting Mc Graw Hill Higher Education

Journals

Accountancy

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Websites

http://www.frc.org.uk/

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MODULE CODE: **M1X9040**
MODULE CODE: **SBUS4101**
TITLE: **Applied Personal & Professional Development**
DATED: **11/02/2014**

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

JACS CODE: **N100**

AIM(S)

The skills needed for higher education are ultimately gained through studying at that level; they evolve and mature through practice, trial and error, feedback from others and student reflection. This module aims to provide students with the underlying study/research strategies and software skills that can accelerate that learning process. Students will be encouraged to develop a reflective, active, positive approach to learning, and to take responsibility for their own learning. Such skills promote a deeper understanding of the topics studied throughout the programme; they support lifelong learning, and are the transferable skills desired in the employment context.

LEARNING OUTCOMES

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

1. Analyse the published literature relating to a management related topic and produce a fully referenced management report
2. Design and deploy a range of primary data collection methods.
3. Evaluate and interpret qualitative and quantitative data and present the findings to specialist and non-specialist audiences
4. Evaluate the appropriateness of different approaches to information gathering.

INDICATIVE CONTENT

- Identifying skills (e.g. self-evaluation, skills needed for higher education, transferable/employment skills).
- Organising study (e.g. time management, organising space, organising resources)
- Gathering relevant information (e.g. effective note taking, using the library and the internet, reflecting on experience)
- Communicating and presenting information (e.g. presentation techniques, styles)
- Developing an appropriate writing style (e.g. planning and structuring essays and reports, linking ideas together, using facts, opinions or arguments, analytical thinking, etc.)
- Referencing convention (e.g. the Harvard System)
- Revision and examination techniques (e.g. preparation, organisation, memory aids, managing stress)
- Using computers and e-learning to support learning (e.g. the VLE, Internet search techniques)
- Key research skills/data collection methods (e.g. primary and secondary sources, interview, questionnaire, observation, focus groups, questionnaire design, sampling methods)
- Presentation of data using charts, diagrams and graphs.

- Measures of central tendency (mean, median, mode)
- Using word-processing software (e.g. creating tables, using a variety of document templates for reports, minutes, CVs etc., outline numbering, applying styles, automatic tables of contents, referencing, drawing and other toolbars)
- Using spreadsheet software (e.g. using formulae such as min, max, sum, autosum, autofill, function wizard, relative and absolute cell referencing, sorting and filtering data, generating charts from data sets)
- Using presentation software (e.g. slide design, slide masters, importing images, animation)
- Sharing data and objects between software applications

LEARNING AND TEACHING STRATEGY

Issues relating to the concepts and principles associated with study/research skills are suited to delivery during weekly lectures. However, for the exploration of these topics, their application within the students' studies and practical experience of the business software, computer room workshops/tutorials are the most appropriate strategy. This gives students the opportunity to integrate the theory and practice of study/research skills such as referencing, report writing and questionnaire design/analysis within the business software context. Furthermore, this module will afford students the opportunity to take responsibility for their own learning, to be engaged, independent learners but with the support of their peers. Consequently, there is opportunity for the students to be given a dedicated week to conduct the research task during 'industry week' (normally during February). This would allow students to immerse themselves in the task without the distractions of other classes.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Students will form groups of approximately 4-6 members. Each group will be allocated a research topic relevant to and appropriate for their programme.

Assessment Component 1 – 25%

Written Report (1000 words per student in the group).

Assignment 1 (outcome one): students will gather published literature relating to their allocated topic. The literature should be relevant, credible and current. Students will analyse the literature to produce an evaluative management report on the topic, the production of which will incorporate academic referencing and report writing convention.

Exemplar

This group assessment requires you to produce an evaluative management report on a topic relevant to your programme. The production of the report will require IT skills, secondary research, critical thinking, academic skills such as referencing and report writing convention.

Teams of approximately four or five members will be assigned a research topic by the lecturer. The team will review the current research literature pertinent to that topic. The literature should be relevant, credible and current and sourced from a variety of different resources.

Each team member will research and prepare no more than 1,000 words on a theme associated with the team topic as their formal contribution to the group management report. The outcome should be ONE management report, incorporating the contributions of all team members; this will involve extensive team work, not only in terms of the research, but also in the collation/structure of the report (for example, the writing of the introduction, conclusion and bibliographic sections).

Assessment Component 2 – 75%

Practical Primary research and oral presentation (15 minutes.)

Assignment 2 (outcomes 2, 3 and 4): Each group will conduct primary research to investigate their allocated topic. They should deploy a range of data collection methods, which will involve the design of suitable questions to be asked of a relevant research sample.

To demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, the group will collate and analyse the data and present their findings in a range of formats (e.g. using software for word processing, spreadsheets, surveys, statistical analysis and , presentations). They will communicate the results of their study accurately and reliably, and with structured and coherent arguments.

To evaluate the appropriateness of different approaches to data collection, students will demonstrate their knowledge and understanding of the underlying concepts and principles associated with data collection methods. The group will evaluate the application of the data collection methods used in the context of their own research study.

Assignment 2 will incorporate peer assessment, i.e. the assessment of student work by other students. This will be used for summative marking/feedback purposes. In their assessment of their peers, students will use the university's standard criteria for assessment, supplemented by the criteria/benchmarks devised by the module leader. The Higher Education Academy (2012) recognises that engaging students in peer assessment can help them to evaluate their own learning and in interpreting assessment criteria. Encouraging students to be more involved and take more responsibility for their learning fosters a sense of ownership of the assessment process. It also encourages critical analysis of student work, so students see beyond a mark/grade.

Exemplar

a) This group assessment extends the secondary research you conducted for assignment one. As a team you must investigate your allocated topic using primary research methods.

b) To ensure good quality data is gathered in the study, your team will need to select an appropriate sample of participants.

c) As a team, you will have a maximum of 15 minutes to present the findings of your research to a tutorial group of your peers. All members must participate.

d) Your findings/presentation should demonstrate effective use of software (e.g. using software for word processing, spreadsheets, surveys, statistical analysis, and presentations).

e) You will participate in a peer review process in which your team will assess the presentations of the other teams in your tutorial group. You will observe and ask questions of the other groups' presentations. You will allocate marks using the assessment criteria and write a brief commentary as feedback to your peers. Your tutor will assess your group's engagement with the assessment criteria and peer review process.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Andrews, J. (2010) Jump Right In! Essential Computer Skills Using Microsoft Office 2010, Pearson: Harlow

Cottrell, S. (2012) Study Skills Handbook, 4th Ed., Palgrave Macmillan: Basingstoke

Wilson, J. (2013) Essentials of Business Research: A Guide to Doing Your Research Project, Sage: London

Recommended

Cottrell, S. (2010) Skills for Success: The Personal Development Planning Handbook (Palgrave Study Guides), Palgrave Macmillan: Basingstoke

McMillan, K. & Weyers, J. (2007) The Smarter Student: Study Skills & Strategies for Success at University, Prentice Hall: Harlow

Piscitelli, S.V. (2013) Study Skills: Do I Really Need This Stuff? 2nd Ed., Prentice Hall: Harlow

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

Background

Cox, J., Frye C. & Preppernau, J. (2008) Microsoft Office Home and Student 2007 Step by Step Book/CD Package

Journals

International Journal of Educational Development

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Assessment & Evaluation in Higher Education

Computers & Education

Websites

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www.socialresearchmethods.net/kb/contents.php www.palgrave.com/skills4study/

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MODULE CODE:	**M4X00799**
MODULE CODE:	**SBUS4102**
TITLE:	**Community Engagement**
DATED:	**11/02/2014**
LEVEL:	**4**
CREDITS:	**20**
JACS CODE:	**N900**

AIM(S)

Student Community Engagement is a term used to describe ways in which students can learn with and from community partners by working in collaboration, adding value to existing services/outputs. The module will provide a practical experience to help prepare for employment and to understand the relationship of theory into practice. This will include gaining a deeper understanding of organisations and the people who work in them. Allowing students to create, evaluate, apply and assess ideas and solutions, it will also generate an increased awareness of personal skills and the importance of continuous learning and reflection.

LEARNING OUTCOMES

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

1. Understand and evaluate the concept of transferable skills and the how to adapt them to the requirements of an organisational setting (Organisational analysis and Reflective evaluation).

2. Evaluate concepts of community and of personal development and ways of reviewing and extending interpersonal skills (Reflective evaluation) applying theoretical concepts and creative problem solving to real situations (Praxis - theory to practice).

INDICATIVE CONTENT

- Theory into practice
- Project management
- Operations management
- Time management
- Creative problem solving
- Reflection and learning styles
- Verbal and non-verbal communication skills
- Self-presentation and professionalism

LEARNING AND TEACHING STRATEGY

This module will support students in their engagement with a range of enrichment, community volunteering and/or employment activities. The programme will provide students with appropriate induction and training (including technical accreditation where appropriate) via condensed learning blocks incorporating a mixture of lecturers and smaller group seminars.

During the engagement experience, students will be supported to deliver their activity from the initial planning stages through to completion. An expectation of the module is that each student uses their own experience to contribute advice and guidance to other students engaging in similar activities in subsequent years.

The allocation of teaching hours to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning	30	15%
Engagement Experience	20	10%
Independent learning	150	75%
TOTAL	**200**	**100%**

ASSESSMENT

The assessment will be achieved by planning and completing a 20 hour engagement experience with the presentation of a final portfolio which includes an appropriate organisational analysis and personal reflective journal. This journal may incorporate evidence of performance or a presentation as appropriate. The aim of the assessment is not only to evaluate the students' performance but also to encourage them to think critically about their work and the skills they have developed.

Assessment Component 1 – 100%

Part A: Outline plan & Organisational analysis (outcome one):

Students to submit an outline proposal for the community engagement activity for approval by the module tutor. Students will explore published literature relating to their chosen engagement experience. The literature should be relevant, credible and current. The literature will be supplemented by a review of key issues and potential areas of work within the case study organisation through an initial consultation exercise with staff/volunteers. The literature review and initial consultation exercise will enable students conduct some initial research and produce an evaluative management report on the case study organisation, formulating ideas of how they can add value. The production of this initial report will incorporate academic referencing and report writing convention.

Part B: Reflective Evaluation (outcome two):

The purpose of this task is to assess the ability of the student to reflect on practice, to relate theory to practice and to learn from the experience. It will require the student to collaborate with existing organisations supporting the development of effective self-management, communication, team working, leadership and interpersonal skills.
Exemplar

Part A

- Completion of outline health and safety pro forma and check lists.
- Completion of literature review relevant to the industry/organisation.
- The ability to demonstrate a clear understanding of organisational theory and how this relates to the practice context.
- An analysis of different types of information (including personal experience and academic literature) to assess the effectiveness of the organisation in meeting its goals or mission

- An outline of the student engagement role and how it fits within the structure and culture of the identified organisation.
- Initial consultation with staff / volunteers within the organisation to identify key areas of work or issues that can be addressed.

This task takes the form of a report and should include:

- An introduction
- A section of analysis that brings together industry insights and organisational analysis relating to the chosen experience.
- Concluding summary
- Appendices with appropriate health and safety pro forma and checklists.

Part B

- The ability to demonstrate a clear understanding of the nature and purpose of reflective practice with reference to at least one theoretical model of reflection.
- Detailed reflection on personal experience with reference to why the project was chosen and what has been learnt over the 20 hours of activity.
- Reflection on the relationship between relevant theory and the experience.
- Final consultation with staff/ volunteers within the organisation.
- Example of key issues encountered during the engagement activity including at least one success and one area for development.
- A signed completion form from the supervisor providing the engagement experience (this constitutes 20% of the marks for this assignment).

Assessment Summary

Activity type	**Percentage**
Coursework	80%
Practical	20%
Written	
TOTAL	**100%**

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Day, G (2006). Community and Everyday Life. UK: Routledge.

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Third Sector organisations. London: Penguin.

Jasper, M (2003). Beginning reflective practice. Cheltenham: Nelson Thornes.

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Paxton, W., Pearce, N., Unwin, J. & Molyneux, P. (2005). The voluntary sector delivering public services: transfer or transformation? York: Joseph Rowntree Foundation.

Rochester, C., Ellis Paine, A., and Howlett, S. (2012). Volunteering and Society in the 21st Century. Palgrave: Macmillan.

Stoeker, R (2012). Research Methods for Community Change – a project based approach. London: Sage.

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Kolb, A and Kolb, D. (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning Higher Education Academy of Management Learning & Education. 4 (2), 193–212.

McCabe, A. (2011). Below the radar in a Big Society? Reflections on community engagement, empowerment and social action in a changing policy context. Research report. Third Sector Research Centre

Torjman, S. (2005). What is Policy? Research report. Caledonian Institute for Social Policy.

MODULE CODE:	**M4X00834**
MODULE CODE:	**SBUS4103**
TITLE:	**Industry Skills**
DATED:	**11/02/2014**
LEVEL:	**4**
CREDITS:	**20**
JACS CODE:	**N900**

AIM(S)

Foundation Degrees integrate academic and work-based learning through close collaboration between employers and programme providers and this module aims to provide students with the underpinning skills to support work-based learning. The module is designed to equip learners with the skills and knowledge relevant to their employment, in order to satisfy the needs of employees and employers.

In line with this the module aims to develop students' Industry skills and is supported by a range of approved key employers within the industry in the UK and overseas. The learning experience will be individually focused to meet the personal needs of the students as well as the course aims and objectives in terms of employability and will be linked to UWTSD's Skills Passport.

LEARNING OUTCOMES

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

1. Successfully consider a range of industry opportunities in order to apply and secure an operational position within their chosen field
2. Appreciate the industry skills required to enhance sustainable employment.
3. Identify opportunities for personal and professional development.

INDICATIVE CONTENT

- Preparation: To include CV writing, interview and application skills, qualification audits, training needs analysis, development planning and key skills in order to help the student secure an appropriate work based learning opportunity to meet their personal and professional needs.
- Industry Skills :Communication, Teamwork, Task Management, Problem Solving, Numeracy and Guest Service Skills
- Learning Styles to focus on the development of work-based learning including Kolb's continuum and Honey and Mumford
- Industry presentations and visits to organisations

LEARNING AND TEACHING STRATEGY

The module will contain a structured mix of lectures and tutorials designed to inform the students about potential work based opportunities and develop their industry skills in preparation for work based learning.

The module will include employment preparation such as CV writing, applications and interview skills. These will then be developed in more depth via group and individual tutorials focusing on the personal development of industry based skills and learning styles.

The module will be linked closely to industry and will involve presentations from organisations and specialist within the field as well as being recognised as part of the UWTSD Skills Passport.

The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning	60	
Independent learning	120	
Industry Learning	20	
TOTAL	**200**	**100%**

ASSESSMENT

Evidence of Learning Outcomes will be in the form of a structured mix of pre-placement assignments

Assessment Component 1 – 50%

Outcome 1 and 2 are achieved through securing a suitable work based learning opportunity and preparing an Action Plan which will consider the importance of industry skills, and include a CV, Career and Qualifications audit, personal action plan, time management plan as well as an industry portfolio which identifies the skills required by industry and the opportunities available to develop employability skills.

Assessment Component 2 – 50%

Outcome 3 will be achieved through securing a suitable work-based learning opportunity and preparing a detailed Development Plan with a training needs analysis, job description, risk assessment, training contract, work-based learning aims and objectives and measurable learning outcomes.

Assessment Summary

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

BIBLIOGRAPHY

Essential

NCWE, 2005 Work based Learning: Code of Practice, NCWE, London

QAA, 2008 Placement Learning code of Practice, QAA, London

ASET, 2013 Good Practice Guide for Placement and Other Work based learning opportunities in Higher Education – Good practice for Placements Guides – Volume 2 (ASET)

UWTSD, 2013 Quality Handbook Chapter 10

Background

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Bowes, G & Harvey, L, 2004 Impact of Sandwich Education on the activities of graduates six month Post- Graduation, UCE, Coventry

CRA, 2002 Personal Development Planning, CRA, London

Kolb D A, 1994 The Experiential Learning Theory of Career Development, Prentice Hall, New Jersey

LTSN, 2008 Employability Skills, LTSN, Oxford

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NCWE, 2008 Student Placement Pack, NCWE, London

Journals

LTSN – Link

Prospects – Work based Learning

MODULE CODE:	**M4X00800**
MODULE CODE:	**SBUS4104**
TITLE:	**Introducing the Modern Workplace**
DATED:	**11/02/2014**
LEVEL:	**4**
CREDITS:	**20**
JACS CODE:	**N900**

AIM(S)

- To cultivate student knowledge and understanding of the nature of behaviour within organisations, through the application of a multi-disciplinary approach to the study of people at work.

- To comprehend concepts of organisational design, functions and processes of management, as well as recognising the importance of 'management' as an integrating activity.

LEARNING OUTCOMES

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

1. Coherently analyse the relationship between structure, culture, people and organisational performance.

2. Identify the essential nature of managerial work (in terms of both functions and processes) communicate the role of leadership and furthermore, explain the variables that determine effective management and leadership.

3. Evaluate the behavioural approach to management, through understanding of the factors that affect differences in individual behaviour.

INDICATIVE CONTENT

- Theoretical perspectives on organisation and management with a particular focus on the paradigm shift from transition, stability, predictability and order towards flexibility, contingency and flux

- An assessment of the general principles of organisation design, structure and culture, illustrated through practical examples and applications.

- A focus on managerial behaviour and action, with an analysis of the elements that constitute effective managerial behaviour
- Theories of leadership, within an emphasis on the pivotal importance of leadership ability within times of organisational change and transition

- An introduction and overview of the behavioural science approach to the management of people within organisations

- Psychological theories and explanatory frameworks of individual behaviour, pertaining to:
  - personality
  - perception
  - learning
  - attitudinal dispositions, namely motivation, satisfaction and commitment

- The nature of work groups and teams

LEARNING AND TEACHING STRATEGY

In order to achieve the learning outcomes of this module, students are required to develop and refine their conceptual and analytical skills. As complement to the cultivation of such cognitive skills, they also need to develop and demonstrate competence in practical application and problem-solving.

In order to facilitate the promotion of these latter, students will need to acquire investigative and research skills, with the requisite support. With these outcomes in mind, the teaching and learning strategies utilised over the course of the module will be varied.

A range of methods, from formal lectures to participative activities, will be incorporated into session design and utilised. Student-based activity will include directed reading, guided discussions, the analysis of case-studies (paper-based and video), active research into set activities and self-analysis exercises.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

Assessment Component 1 – 50%

Assessment component one is a 2000 word essay that documents the understanding and analysis of the key principles of organizational structure, culture and leadership of a relevant case study.

Assessment Component 2 – 50%

Assessment component 2 is a 5000 word group report (1000 words or equivalent per student) and a presentation that documents their analysis and understanding of the way people, management and organisations behave to achieve their goals and objectives of a relevant case study.

Assessment Summary

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

BIBLIOGRAPHY

Essential reading:

Mullins, L J (2013) Management and Organisational Behaviour (10th Edition) Harlow: Pearson

Background

Adair, J (2009) The Inspirational Leader (2nd edition) London: Kogan Page

Adair, J (2010) Effective Strategic Leadership (2nd edition) London: PanMacmillan

Armstrong, M (2012) Armstrong's Handbook of Management and Leadership (3rd edition) London: Kogan Page

Boddy, D (2013) Management: An Introduction (5th edition) Harlow: Pearson

Blosi, W et al (2006) Management and Organisational Behaviour (2nd edition) Maidenhead: McGraw-Hill

Grey, C (2013) A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Organisations (3th edition) London: Sage

Huczynski, A & Buchanan, D (2013) Organisational Behaviour (8th edition) Harlow: Pearson

French, R et al Organizational Behaviour (2011) (2nd edition) Chichester: Wiley

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Martin, J & Fellenz, M (2010) Organizational Behaviour and Management (4th edition) Andover: South Western/Cengage

Robbins, S, Judge, T & Campbell, T (2013) Organisational Behaviour, Harlow: Prentice Hall

Rollinson, D (2008) Organisational Behaviour and Analysis (4th edition) Harlow: Prentice Hall

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The Economist

Organization Studies

Management Today

People Management

Personnel Today

Websites

www.bized.co.uk

www.businessballs.com

www.hrmguide.co.uk

www.investorsinpeople.co.uk

www.bbc.co.uk/news/business

http://www.bestcompanies.co.uk

http://www.managers.org.uk/

http://www.cipd.co.uk/hr-resources

MODULE CODE:	**M1X9046**
MODULE CODE:	**SBUS4105**
TITLE:	**Marketing Essentials**
DATED:	**11/02/2014**
LEVEL:	**4**
CREDITS:	**20**
JACS CODE:	**N500**

AIM(S)

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

LEARNING OUTCOMES

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

1. Assess the development of marketing in creating value for customers.
2. Identify relevant stakeholders and assess their impact on the marketing activities of the organisation.
3. Understand the processes and stages of marketing plans including the role of the marketing environment, marketing research and the marketing mix.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

As the module aims to provide an essential introduction to marketing, it lends itself well to weekly lectures supported by a practical application of these concepts via case studies within a tutorial. Time will be given to help students understand the difficulties in applying marketing theories and concepts to real business situations.

The allocation of teaching to deliver the module is:

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

Assessment Component 1 – 50% Essay 2000 words

Exemplar

Write an academic essay titled 'Marketing and Stakeholders in the Food Industry.' 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 value of marketing for organisations, paying particular attention to how it can help them grow and develop. You should use suitable academic theory and industry examples to support your discussion. Define 'stakeholders' and identify the likely key stakeholder groups for an organisation of your choice in the food industry. Categorise the stakeholder groups as internal and external, and primary and secondary (you may use a stakeholder map or other diagram to do this if you wish). Identify a range of appropriate forms of communication for each of the EXTERNAL stakeholder groups you have identified, explaining the reasons for your selections.

Assessment Component 2 – 50% Group presentation (15 minutes or 1,500 word equivalent)

The senior management team at Bike Park Wales is keen to create marketing campaigns to encourage visitors from a wider range of market segments and/or to encourage more repeat visits from those based in the local area. They have commissioned your team of between 5 and 7 students to produce a market analysis and outline marketing plan for one target segment of your choice. They have asked your team to present your plan to them in a 15-minute presentation on a date to be specified.

ASSESSMENT – 50% Written Assignment / 50% Presentation

Assessment Summary

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

BIBLIOGRAPHY

Essential

Kotler P, Armstrong G, Harris, LC, Piercy N (2013), Principles of Marketing, 6e, Pearson

Recommended

Baines, P, Fill C, & Page, K (2014) Marketing, Oxford, 2ed

Clow, K & Baack, D (2013), Integrated Advertising, Promotion and Marketing Communications 6e, Pearson

Housden M (2010), Marketing Information & Research, Butterworth Heinemann

Jobber D & Fahy J (2012), Foundations of Marketing, McGraw Hill

Jobber D (2012) Principles and Practice of Marketing, McGraw Hill 7ed

Journals

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Journal of Marketing Management

Journal of Marketing

Journal of Marketing Research

Marketing

Marketing Week

Websites

ClickZ Marketing News (online) Available from:
http://clickz.com (Accessed 10 August 2012)

Brand Republic (online) Available from:
http://www.brandrepublic.co.uk (Accessed 10 August 2012)

CIM, The Chartered Institute of Marketing (online) Available from:
http://www.cim.co.uk (Accessed 10 August 2012)

CIM, Papers and surveys (online) Available from http://www.shapetheagenda.com (Accessed 26 August 2012)

MAD (online) Available from http://www.mad.co.uk (Accessed 26 August 2012)

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Red Herring, the Business of Technology (online) Available from: http://www.redherring.com (Accessed 26 August 2012)

MODULE CODE:	**M4X00801**
MODULE CODE:	**SBUS4106**
TITLE:	**The Global Business Environment**
DATED:	**11/02/2014**
LEVEL:	**4**
CREDITS:	**20**
JACS CODE:	**N100**

AIM(S)

The overall aim of this module is to provide students with the knowledge of basic economic concepts and business models which are considered as relevant in the understanding of the role of international businesses in the global economy.

The module will introduce students to environmental forces and business actors that shape the micro and macro environment for international businesses. It will examine how these forces may influence business decisions, shape business strategy and operations in the modern global economy.

Students gain the knowledge of the basic economic concepts and relevant business models. They will gain the ability to interpret a number of different business models, such as Porter's Diamond, Value Network within the context of an international environmental analysis (PESTEL).

LEARNING OUTCOMES

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

1. recognise the major forces shaping the global business environment and gain an understanding of the changing global business environment.

2. apply relevant business models (Porter's Diamond, Value Network, Five Forces, etc.) within the context of an international environmental analysis (PESTEL).

3. identify and critically evaluate the reasons why organisations engage in international trade.

4. assess markets in action, understanding their micro-economic and macro-economic foundations, different market structures and their influence on firm strategy, long-run and short-run changes and major features of the current international economy.

INDICATIVE CONTENT

- PEST(EL) analysis to assess the external business environment, which includes an individual discussion of each of the forces separately as well as the interaction across the various factors

- Models to analyse the competitive environment, such as Porter's Five Forces

- Basic strategic management tools relevant for an internal analysis of organisations, such as Porter's Generic Strategies, Boston Consulting Group Matrix, Value Chain
- Features of major regional trading groups, such as the European Union, NAFTA, etc.
- Current levels and trends of global trade and business
- Characteristics and relevance of key organisations
- Features of international trade, such as exchange rate, import/export regulations, etc.
- Basic economic concepts, such as supply and demand, price elasticities, cost analysis etc.
- Features of an economy, such as inflation, unemployment, balance of payments
- Different market structures, such as monopoly, oligopoly, perfect competition, monopolistic competition, etc.
- Different types of economic systems

LEARNING AND TEACHING STRATEGY

The underlying theory, concepts and models are delivered during a weekly lecture. This teacher focused approach allows the students to be introduced to the various basic concepts and principles in an efficient way. Based on the underlying assignment, the lecturer makes references to further reading and sets tasks for the subsequent tutorial.

A weekly tutorial session supplements each lecture. Tutorials will always be structured in a student centred approach, where the individual learner can apply the earlier introduced concepts and methodologies. Tasks in the tutorials are problem based and linked to specific organisations. If necessary, accompanying case studies will provide the students with more specific information to complete the task.

Most of the tasks will be set in form of group work with varying group members. Where appropriate, this social form will be varied with individual assignments. This variation is thought not only to improve the soft skills of the students but is also applied to reflect a more realistic working environment in businesses.

The allocation of teaching to deliver the module is:

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

ASSESSMENT
Both assessments of this module are individual assessments.

Assessment Component 1 – 50%

Written /Essay (2,500 words).

Assignment 1 covers Learning Outcomes 1, 2 and 3.
Students will be given the task to analyse the external environment of a major global organisation in form of a PESTEL analysis. They need to address each of the factors individually and demonstrate how they are interlinked with one another. They particularly demonstrate the awareness of the dynamic features and changing elements of this analysis, which are relevant for future management decisions. The second part of the assignment can vary according to the current environmental issues relevant to the underlying case organisation and generally asks the students to change the perspective to an internal assessment of the organisation through the application of specific management tools, such as Generic Strategies, Porter's Diamond, Porter's value chain, etc.

Example

Over the past few decades Small and Medium Sized Enterprises (SMEs) have been recognised to account for a considerable share of economic activity. In the UK they represented 99.7% of all firms, contributed to 37% of employment, and accounted for 35% of sales in 2005. Similar figures exist for most developed and developing countries. At the same time, large multinational organisations grow bigger to previously unknown sizes and represent an enormous competitive threat to local or regional SMEs.

Tasks

1. Analyse the external environment of an organisation in the form of a PESTEL analysis where you address each of the environmental forces individually; also demonstrate how these environmental factors influence each other.

2. Based on your analysis in task 1 and using your understanding of Porter's Value Chain, evaluate how SMEs can survive in the face of competition from large multinational enterprises. (50%)

Assessment Component 2 – 50%

Written/Exam.

The exam covers Learning Outcomes 3 and 4.

The exam will assess the understanding of current economic issues through an application of basic economic concepts such as supply and demand, elasticities, market structures, exchange rates, etc. The exam will be a closed book exam and the type of questions varies between open and multiple choice questions.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Daniels, J. D., Radebaugh, L. H., Sullivan, D. P. (2014): International Business – Environments and Operations, Pearson

Hamilton, L. and Webster, P. (2012): The International Business Environment, New York, Oxford University Press

Morrison, J. (2011): The Global Business Environment, Palgrave Macmillan

Recommended

Atkinson, B, and Miller, R. (2008): Business Economics, Harlow, Addison-Wesley

Brooks, I., Weatherston, J. and Wilkinson G. (2011): The International Business Environment,Prentice Hall

Campbell, D. and Craig, T. (2005): Organisations and The Business Environment, London, Elsevier

Needle, D. (2008): Business in Context: an introduction to business and its environment, London, Thompson

Palmer, A. and Harley, B. (2012): The Business Environment, Maidenhead, McGraw-Hill

Saib, R. (2009): Business Management and Environmental Stewardship, Basingstoke, Palgrave

Wetherly, P. and Otter D. (2014): The Business Environment – Themes and Issues in a Globalising World, England, Oxford University Press

Journals

Economist

Financial Times

Sunday Times

Management Today

Harvard Business Review

McKinsey Quarterly

Journal of Management Studies

Strategic Management Journal

Websites

www.biz.ed.org.uk

www.businesslink.go.uk

www.mckinseyquarterly.com

www.worldbank.gov.uk

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MODULE CODE:	**M4X00835**
MODULE CODE:	**SBUS4107**
TITLE:	**Work Based Learning**
DATED:	**11/02/2014**
LEVEL:	**4**
CREDITS:	**20**
JACS CODE:	**N900**

AIM(S)

This module provides students with the opportunity to integrate academic and work-based learning through close collaboration between employers and programme providers which is central to a foundation degree. The module is designed to equip learners with the practical skills and knowledge relevant to their employment, in order to satisfy the needs of employees and employers.

In line with this the module aims to provide students with a learning experience which will be individually focused to meet the personal needs of the student in terms of gaining industry appreciations and enhancing employability.

The module aims to provide students with a practical first-hand experience in their chosen industry and is linked to UWTSD Skills Passport. The module will focus upon developing initial self-management skills as well as providing students with a practical introduction to the business disciplines and management issues studied during their academic modules.

LEARNING OUTCOMES

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

1. Undertake efficiently an operational position within their chosen sector.
2. Appreciate basic industry issues facing organisations.

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be individually designed to focus on the students area of study according to the student's level of experience, needs, interests and chosen career pathway. Students are required to undertake a part time or full time (200 hours) period of work based learning.
- The assessment will focus the student's attention on reflecting upon their work- based learning and discussing in depth their experience and industry skills.
- Industry Skills - Operational tasks, task management, communication, team work, organisational aims and objectives, and performance measures.
- Review – basic reflection, self-appraisal, reaction to feedback.
- Organisational Issues: introduction to policies and procedures, basic operations, staffing, training, management, working practices, marketing, health and safety, guest service.

LEARNING AND TEACHING STRATEGY

This module is designed as an individual student centred experience which will be based upon self-managed learning supported by the employer and the University. The student will therefore be responsible for managing their own learning and development according to the agreed aims and objectives for work-based learning in order to successfully complete the placement with the employer and the tutor assessment visit.

The tutor will act as a facilitator to develop and apply the student's learning via the student considering working practices and generic industry issues. The students will also reflect upon their performance, and their personal learning and development.

The tutor and student will undertake an appraisal with the employer to discuss the student's performance within the workplace. The tutor will provide the student with feedback in order to set goals and targets for the completion of the work-based learning.
As needed throughout the work-based learning module the student will receive on-going learning support from the tutors via e-mail or virtual learning links with the University. This will be available as required by the student or organisation.

It is however the student's responsibility to seek support as required. It must be noted that in certain situations students may not have internet or computer access on placement and may instead have to rely on their mobile phones to contact UWTSD if required.

It must be noted that, whilst students will receive on-going support and guidance in organising their work based learning, it is the student's responsibility to secure an appropriate experience and NOT the tutors.

The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning		
Independent learning		
Work based Learning	200	100%
TOTAL	**200**	**100%**

ASSESSMENT

Evidence of Learning Outcomes will be in the form of a structured mix of practical work-based learning assessments which will include a tutor assessment visit/viva and employer appraisal.

Assessment Component 1 Employer Appraisal– 50%

To achieve assessment component 1 the students must successfully complete a 200 hour work based learning experience which will include an employer appraisal. It should be noted that the students will be assessed on their agreed contract i.e. either the 200 hours or their contract which ever of these is the longer. The tutor will contact the student's manager, supervisor or employer in order to discuss and evaluate in detail the student's performance and development. If changes have occur by the end of the contract an end of season report will be utilised to demonstrate the overall level of the student's performance and this will be used to decide the overall employer appraisal grade.

If a student leaves the work based learning experience without the pre agreement of the University unless there is serious mitigating circumstances approved by the Extenuating Circumstances Panel then the module will be deemed to be a resit and will be marked as a maximum grade pass (40%).

Assessment Component 2 – Work- based Viva 50%

To pass assessment 2 students in addition to successfully completing the work based learning contract students must pass a viva interview with a tutor. This will involve detailed discussions regarding the work-based learning experience, structures, policies and performance, industry issues and the application of basic academic theories within a practical work based framework. The viva will also be used to reflect upon the student's work-based development and provide the student with feedback, support and guidance and should include a student led tour of the facility.

Assessment Summary

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

BIBLIOGRAPHY

Essential

NCWE, 2005 Work based Learning: Code of Practice, NCWE, London

QAA, 2008 Placement Learning code of Practice, QAA, London

UWTSD, 2013 Quality Handbook Chapter 10

ASET, 2013 Good Practice Guide for Work Based and Placement Learning in Higher Education, ASET, Sheffield

Background

ASET, 2005, Placement Code of Practice, ASET, Sheffield

Bowes, G & Harvey, L, 2004 Impact of Sandwich Education, UCE, Coventry

CRA, 2002 Personal Development Planning, CRA, London

Kolb D A, 1994 Experiential Learning, Prentice Hall, New Jersey

LTSN, 2008 Employability Skills, LTSN, Oxford

NCWE, 2008 Enhancing Employability, Univ. UK & NCWE, London

NCWE, 2008 Student Placement Pack, NCWE, London

Trigwell K, 1998 Work based Learning, Kogan Page, London

Journals

LTSN – Link

Prospects – Work based Learning

Level 5 Modules

MODULE CODE:	**M5X00837**
MODULE CODE:	**SBUS5100**
TITLE:	**Applied Internship**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**N900**

AIM(S)

The module aims to provide students with a practical and first-hand experience of the industry. This will develop their employability and key skills, notably team work, communication, guest service and task management whilst focusing upon self -management as well as enabling the student to reflect upon their learning and development. The module will be linked to UWTSD Skills passport in order to fully credit the student's development of their employability skills.

Students through this module will be provided with a practical introduction to the business disciplines and management issues studied during level 4 and 5. The module will enable them to appreciate what constitutes good practice whilst evaluating issues and constraints within the business environment.

LEARNING OUTCOMES

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

1. Undertake efficiently an operational position within their chosen sector.

2. Critically appreciate the importance of employability skills.

3. Analyse management performance and business issues within the workplace environment and discuss issues regarding guest services, resource allocation, marketing, management styles, culture, health and safety and a range of organisational/industry problems.

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be linear and individually designed to focus on either specialist or generic areas of study according to the student's level of experience, needs, interests, subject specialisms and chosen career pathway. Students are required to undertake a 12 week placement (360 hours).
- The assessment will focus the student's attention on reflecting and discussing in depth their experience.
- Key skills – communication, team work, task management, personal skills.
- Operational tasks – guest service, industry skills, performance.

- Review – reflection, self-appraisal, reaction to feedback.
- Organisational Issues: Policies and procedures, organisational aims and objectives, mission statements, operations, financial constraints and budgeting, staffing, training, competition, quality issues, performance measures, management structures, working practices, marketing, health and safety, guest service.

LEARNING AND TEACHING STRATEGY

This module is designed as an individual student centred experience which will be based upon self-managed learning supported by a tutor assessment visit. The student will therefore be responsible for managing their own learning and development according to the placement aims and objectives in order to successfully complete the placement and the tutor visit.

The student will undergo a viva from a tutor from the program. The tutor will act as a facilitator to develop and apply the student's learning via the student discussing working practices and industry issues. The students will also reflect upon their performance, and their personal learning and development.

The tutor will undertake an appraisal with the employer and student to discuss the student's performance within the workplace. The student will be given detailed feedback from this meeting in order to set goals and targets for the completion of the placement.

As needed throughout the placement the student will receive on-going learning support from the placement tutor via e-mail or virtual learning links with the University. This will be available as required by the student or organisation. It is however the student's responsibility to seek support as required. It must be noted that in certain situations students may not have internet or computer access on placement and may instead have to rely on their mobile phones to make contact if required.

It must be noted that, whilst students will receive on-going support and guidance in organising a placement, it is the student's responsibility to secure an appropriate placement NOT the placement tutors.

The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning		
Independent learning		
Placement learning	360	100%
TOTAL	**360**	**100%**

ASSESSMENT

Evidence of Learning Outcomes will be in the form of a structured mix of practical placement, tutor assessment visit/viva and student reflection.

To achieve outcome 1 and 2 the students must successfully complete a 12 week/360 hour placement which will include a detailed tutor placement viva. It should be noted that the students will be assessed on either the 12 week placement, or on the 360 hour placement.

If the student leave the placement early for any reason that is not approved in advance by the placement team this will be deemed to be treated as a resit placement for which even if the student has already passed the viva and appraisal unless there is serious mitigating circumstances agreed by Extenuating Circumstances Panel the placement will be deemed to be a resit and the student will gain a maximum grade pass (40%).

Outcome 2 and 3 will be specifically achieved via a tutor placement viva.

This will include an employer appraisal which will normally. The tutor will contact the student's manager, supervisor or employer in order to discuss and evaluate in detail the student's performance and development through which the student will receive detailed feedback and set ongoing targets for development. If changes have occurred by the end of the placement an end of season report will be utilised to demonstrate the overall level of the student's performance.

A detailed viva interview will be arranged in order to achieve outcome 3. This will involve detailed discussions regarding the organisation's management structures, policies and performance, industry and organisational issues and the application of academic theories within a practical framework. The viva will also be used to reflect upon the student's work-based development and provide the student with feedback, support and guidance.

Assessment Component 1 Employer Appraisal– 40%

To pass assessment component 1 the students must successfully complete a 12 week/360 hour placement which will include an employer appraisal. It should be noted that the students will be assessed on the12 week, 360 hour placement.

The assessment will include an employer appraisal. The tutor will contact the student's manager, supervisor or employer in order to discuss and evaluate in detail the student's performance and development.

If changes have occurred by the end of the placement an end of season report will be utilised to demonstrate the overall level of the student's performance and this will be used to decide the overall employer appraisal grade. Employer Appraisal (40%)

Assessment Component 2 – Viva 60%

The viva assessment will be arranged in order to discuss and critically analyse management issues.

The viva will involve detailed discussions regarding the organisation's management structures, policies and performance, industry issues and the application of academic theories within a practical framework. The viva will also be used to reflect upon the student's work-based development and provide the student with feedback, support and guidance.

In addition the student will also be required to complete an e-learning based development record, which may be submitted via pebblepad and/ or a short DVD record of their placement experience.

Assessment Summary

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

BIBLIOGRAPHY

Essential Texts:

NCWE, 2005 Work based Learning: Code of Practice, NCWE, London

QAA, 2012 Placement Learning code of Practice, QAA, London

UW TSD, 2013 Quality Handbook

ASET, 2013 Good Practice Guide for Workbased Learning and Placement Learning in Higher Education

Trigwell K, 1998 Workbased Learning, Kogan Page, London

Background Reading:

ASET, 2005, Placement Code of Practice, ASET, Sheffield

Bowes, G & Harvey, L, 2004 Impact of Sandwich Education, UCE, Coventry

CRA, 2002 Personal Development Planning, CRA, London

Kolb D A, 1994 Experiential Learning, Prentice Hall, New Jersey

LTSN, 2008 Employability Skills, LTSN, Oxford

NCWE, 2008 Enhancing Employability, Univ. UK & NCWE, London

NCWE, 2008 Student Placement Pack, NCWE, London

Recommended Journals

LTSN – Link

Prospects – Workbased Learning

MODULE CODE: **M5X00838**
MODULE CODE: **SBUS5101**
TITLE: **Applied Work Based Learning**
DATED: **11/02/2014**

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

JACS CODE: **N900**

AIM(S)

The module aims to enhance and develop the student's industry knowledge and understanding through a further period of work based learning experience which will be applied to their field of academic study. This will further develop their key skills, notably team work, communication, guest service and task management, focusing more upon developing self-management skills.

The students will also gain a more detailed appreciation of the business disciplines and management issues studied during level 4 and 5 in order to analyse and consider what constitutes good practice. This module will also be linked to the UWTSD Skills passport.

LEARNING OUTCOMES

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

1. Undertake efficiently an operational position within their chosen sector and appreciate their impact upon the organisation.

2. Discuss work based management issues and their affect upon the performance of the organisation

INDICATIVE CONTENT

- Personal and Vocational Development: The experience will be individually designed to focus on the students area of study according to the student's level of experience, needs, interests and chosen career pathway. Students are required to undertake a minimum 200 hour applied work based learning experience which will include a tutor assessment which will focus the student's attention on reflecting and discussing in depth their experience.
- Key skills – communication, team work, task management, leadership, initiative, personal skills.
- Operational tasks – roles and responsibilities, empowerment, guest service, performance, problem solving.
- Review – basic reflection, self-appraisal, reaction to feedback.
- Organisational Issues: policies and procedures, operations, management issues, HR and staffing, training, working practices, motivational issues, organisational aims and objectives, marketing strategies, health and safety issues, guest service excellence.

LEARNING AND TEACHING STRATEGY

This module is designed as an individual student centred experience to further develop the student's industry skills and understanding. The module is based upon self-managed learning. The student will therefore be responsible for managing their own learning and development according to the modules aims and objectives in order to successfully develop the industry skills gained.

Students will undergo a viva from a tutor from the program. The tutor will act as a facilitator to develop and apply the student's learning via the student considering working practices and industry issues. The students will also reflect upon their performance, and their personal learning and development.

The tutor and student will undertake an appraisal with the employer to discuss the student's performance and development within the workplace. The student will be given detailed feedback in order to set goals and targets for the completion of the module.

As needed throughout the placement the student will receive on-going operational support from the employer and learning support from the placement tutor via e-mail or virtual learning links with the University.

This will be available as required by the student or organisation. It is however the student's responsibility to seek support as required. It must be noted that in certain situations students may not have internet or computer access on placement and may instead have to rely on their mobile phones to make contact if required.

It must be noted that, whilst students will receive on-going support and guidance in organising the applied work based learning, it is the student's responsibility to secure an appropriate experience and NOT the tutors.

The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning		
Independent learning		
Placement learning	200	100%
TOTAL	**200**	**100%**

ASSESSMENT

Evidence of Learning Outcomes will be in the form of a series of structured assessments which will include an employer appraisal and tutor viva with student reflection designed to apply the student's academic knowledge within the workplace and further develop their employability skills.

If a student leaves the work based learning experience without the pre agreement of the University unless there is serious mitigating circumstances approved by the Extenuating Circumstances Panel then the module will be deemed to be a resit and will be marked as a maximum grade pass (40%).

Assessment Component 1 Employer Appraisal– 50%

To achieve outcome 1 the students must successfully complete a 200 hour work based learning experience on a full or part time basis which will include passing an employer appraisal assessment. It should be noted that the students will be assessed on either the 200 hour or contract hours whichever of these is the longer. If changes have occurred by the end of the placement an end of season report will be utilised to demonstrate the overall level of the student's performance and the development of their employability skills.

Assessment Component 2 – Viva 50%

To achieve outcome 2 students must successfully pass a viva. This will involve detailed discussions regarding the organisation's management structures, policies and performance, industry issues and the application of academic theories within a practical framework. The viva will also be used to reflect upon the student's work-based development and provide the student with feedback, support and guidance as well as providing the student with the opportunity to apply academic theory to work based scenarios.

Assessment Summary

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

BIBLIOGRAPHY

Essential

NCWE, 2005 Work based Learning: Code of Practice, NCWE, London

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Trigwell K, 1998 Workbased Learning, Kogan Page, London

Background

ASET, 2005, Placement Code of Practice, ASET, Sheffield

Bowes, G & Harvey, L, 2004 Impact of Sandwich Education, UCE, Coventry

CRA, 2002 Personal Development Planning, CRA, London

Kolb D A, 1994 Experiential Learning, Prentice Hall, New Jersey

LTSN, 2008 Employability Skills, LTSN, Oxford

NCWE, 2008 Enhancing Employability, Univ. UK & NCWE, London

NCWE, 2008 Student Placement Pack, NCWE, London

Journals

LTSN – Link

Prospects – Workbased Learning

MODULE CODE: **M5X00839**
MODULE CODE: **SBUS5102**
TITLE: **Auditing, Ethics and Corporate Governance**
DATED: **11/02/2014**

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

JACS CODE: **N421**

AIM(S)

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

LEARNING OUTCOMES

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

1. Critically evaluate the philosophy of auditing and discuss its importance as a means of social control

2. Devise and sustain arguments for an appraisal of the impact of risk, materiality, internal control and audit evidence in relation to the audit process. Design and apply audit tests in a range of familiar and unfamiliar business contexts.

3. Demonstrate an advanced knowledge Statements of Auditing Standards through their application to a range of business situations.

4. Debate and critically evaluate current areas of controversy in the fields of auditing, ethics and corporate governance

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Students will be assessed by two 2 hour examinations. A key focus of the examinations will be the assessment of students' ability to think constructively and to critically evaluate theories and concepts within a time constraint. This will cover all the module outcomes, to some extent. Informal assessment will be incorporated into the learning process and students will be given feedback throughout the module.

Assessment Component 2 – 50%

Students will be assessed by two 2 hour examinations. A key focus of the examinations will be the assessment of students' ability to think constructively and to critically evaluate theories and concepts within a time constraint. This will cover all the module outcomes, to some extent. Informal assessment will be incorporated into the learning process and students will be given feedback throughout the module.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Auditing Practices Board (2010) Standards and Guidance, Croner CCH Group Ltd

Cosserrat G, Rodda N (2009), Modern Auditing, John Wiley and Sons

Millichamp A and Taylor J (2012) (10th Ed) Auditing Cengage Learning

Recommended

Montgomery R (2012) Auditing Theory and Practice, Forgotten Books

Lewin A (2010) (1st Ed) A Students guide to Auditing Kaplan

Porter B, Hatherly D, Simon J, (2008) Principles of External Auditing, John Wiley and Sons

Soltani B (2007), Auditing: An International Approach, FT Prentice Hall

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Davies M and Aston J (2010 (1st Ed) Auditing Fundamentals FT Prentice Hall

Gray I and Manson S (2011) (5th Ed) The Audit Process, London: Thomson Business Press

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The Financial Times

International Journal of Auditing

Audit News (ICAEW)

Auditing: A Journal of Practice and Theory

Managerial Auditing Journal

Websites

http://www.frc.org.uk/

http://www.ifrs.org

http://www.frc.org.uk/About-the-FRC/FRC-structure/Audit-and-Assurance-Council.aspx

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MODULE CODE: **M5X00840**
MODULE CODE: **SBUS5103**
TITLE: **Business Statistics**
DATED: **11/02/2014**

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

JACS CODE: **N190**

AIM(S)
As the world of business becomes more complex the analysis of business decisions has become heavily quantitative. The aim of this module is to equip students with the knowledge and techniques to collect, analyse and evaluate data to make informed business decisions.

- To use and evaluate data handling and interpretation.
- To apply appropriate statistical techniques to critically evaluate business problems.

LEARNING OUTCOMES

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

1. Demonstrate methods of organising and presenting information to select and generate descriptive statistics.

2. Apply statistical techniques to critically evaluate scenario based business problems.

INDICATIVE CONTENT

- Collection - methods of collecting data including where to source data and download data. Primary and secondary sources of data collection for quantitative analysis and data processing.
- Equations and modelling – straight line equations. Modelling linear relationships both graphically and algebraically. Application to business scenarios.
- Descriptive statistics including graphs and charts, bar charts, histograms, pie charts, stem and leaf etc. Measures of central tendency – mean, median, mode. Measures of dispersion – range, IQR, variance and standard deviation.
- Distribution theories.
- Forecasting techniques.
- Methods for organising and presenting information and descriptive statistics including tabulation, charts and graphs. Interpretation of quantitative reports and figures.
- Probability – fundamental concepts and combining probabilities. Use of tree diagrams. Mutually exclusive events, independent events, conditional probabilities.
- IT statistical analysis packages e.g. SPSS to analyse data.

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – Practical - 50%

A presentation critically evaluating primary data collected, incorporating a variety of presentation methods. (equivalent to 2000 words)

Exemplar

Each student/group will conduct primary research to investigate their allocated topic, using appropriate data collection methods. Demonstrating an ability to present, evaluate and interpret quantitative data, the student/group will collate and analyse the data and present their findings in a range of formats (e.g. using software for word processing, spreadsheets, surveys, statistical analysis, and presentations). They will communicate the results of their study accurately and reliably, and with structured and coherent arguments.

Participation in a peer review process assessing the presentations of other students/groups. Observing and asking questions of the other presentations. Allocating marks using the assessment criteria and writing a brief commentary as feedback. This will be used for summative marking/feedback purposes. In their assessment of their peers, students will use the university's standard criteria for assessment, supplemented by the criteria/benchmarks devised by the module leader.

(Assignment 1 – outcome 1)

Assessment Component 2 – 50%

A 2000 word critical evaluation of a business problem or business proposal, involving the collection of data, analysis of the data and forecasting.

Exemplar

The production of a relevant critically evaluative management report, requiring IT skills, primary or secondary research, critical thinking, academic skills such as referencing and report writing convention.

(Assignment 2 - outcome 2)

Assessment Summary

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

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Sharpe, DeVeaux & Velleman (2014) Business Statistics: A first course; Harlow; Pearson Education Ltd.

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Curwin, J., Slater, R. (2013). Quantitative Methods: A Short Course, London: Thomson Learning

Croft, A., Davison, R. (2010). Foundation Maths 5th Edition, Harlow: Prentice Hall

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MODULE CODE: **M5X00841**
MODULE CODE: **SBUS5104**
TITLE: **Creativity and Innovation**
DATED: **11/02/2014**

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

JACS CODE: **N190**

AIM(S)

- To develop awareness and capacity for creativity and innovation, for both individual and organisational contexts.

- To enable the student to recognise and select appropriate Intellectual Property Rights that protects innovation and associated assets.

LEARNING OUTCOMES

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

1. Recognise the role of creativity and innovation in responding to global challenges.

2. Understand the prerequisites and processes involved in developing new and alternative solutions and how to create environments that enhance the capacity for opportunity recognition and problem solving.

3. Critically review, discuss and assess Intellectual Property issues in the context of the global market place

INDICATIVE CONTENT

- Definitions of innovation and creativity.
- Individuals as innovators: personal traits, social interaction, experimentation and play.
- Theories and models for innovation development from an interdisciplinary perspective.
- Theories and models for development of creativity.
- Innovation in groups and teams including models of team innovation.
- The determinates of organisational innovation and organisation creativity, and dynamic capabilities.
- Forms of capital, focusing on intellectual capital, brand and intangible asset management.
- Strategies for idea generation and development.
- Convergent and divergent approaches to problem solving.

- Assessing and selecting feasible business concepts, including stages of new product development.
- Impact of pervasive environmental issues on creativity, innovation and IP (technology, globalisation, sustainability, ethics).
- Intellectual Property Rights – issues, approaches and strategies for management.

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

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

Assessment Component 1 – 50%

Assignment

Exemplar: Report style assignment (2,500 words)

Generate a report that documents the underlying concepts and principles associated with ideas development and innovation in relation to a particular context.

Assessment Component 2 – 50%

Exemplar: Practical Primary research and oral presentation (15 minutes.)

In liaison with the tutor, identify an organisation for which you will provide a presentation outlining proposals to enhance creativity and a strategically relevant proposal for the management and protection of the intellectual property generated. The rights and associated recommendations discussed should include copyright, trademarks, design rights and patents.

Assessment Summary

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

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Owens, D. A. (2011) Creative People Must be Stopped: 6 Ways We Kill Innovation (Without Even Trying) Jossey Boss

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Dhaliwal, S. (2008) Making a Fortune: Learning from the Asian phenomenon. Capstone

Hill, D. (2010) Emotionomics: Leveraging Emotions for Business Success,. Kogan Page

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Journals

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Creativity Research Journal

Journal of Small Business and Entrepreneurship Development

Journal of Small Business Management

Websites

http:/ http://www.businessmodelgeneration.com

http://www.gemconsortium.org

http:/www.ipo.gov.uk

http:/ms.fs4b.wales.gov.uk/sub_sites/yes.aspx

http:/www.nesta.org.uk/innovation

http:/www.own-it.org

http:/www.wipo.int

MODULE CODE: **M5X00842**
MODULE CODE: **SBUS5105**
TITLE: **Data Handling and Business Intelligence**
DATED: **11/02/2014**

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

JACS CODE: **I270**

AIM(S)

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

LEARNING OUTCOMES

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

1. Identify and critically evaluate the current trends in data warehousing, business intelligence and data mining.

2. Demonstrate a comprehensive knowledge and systematic understanding of essential concepts and principles by using Microsoft Excel's Data Mining add in for predicative analytics.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT
Assignment 1 (outcome 1) will be assessed individually via one coursework assignment. Students will be encouraged to research the development of data warehousing for business intelligence.

Assessment Component 1 – 25%

Exemplar:

Written Report (2000 words)

Write a report to critically evaluate the current trends in data warehousing as a tool to generate competitive advantage via business intelligence.

Assessment Component 2 – 75%

Written Report (1000 words)
Practical Build a data mining application (1000 word equivalent)

This requires that the student to produce a data mining tool for predicative analysis of a business scenario along with appropriate reporting.

Exemplar:

Using the case study provided, you will create an excel spreadsheet of data and system using the Excel data mining add-in. You will predict your profitability with regard to customer engagement. You will do this by using your customer order history and other historical data to predict future patterns in sales. You will communicate your findings through a report to the Managing Director.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Connolly, T. & Begg, C (2014), Database Systems: a Practical Approach to Design, Implementation, and Management, 5th Ed., Pearson, Boston, MA.

Collier, K.W., (2011) Agile Analytics: A Value-Driven Approach to Business Intelligence and Data Warehousing: Delivering the Promise of Business Intelligence, Addison-Wesley

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Ishikawa, A. and Nakagawa, J. (2013) Introduction to Knowledge Information Strategy,From Business Intelligence to Knowledge Sciences, World Scientific Publishing

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http://www.businessweek.com/

http://www.ecommerceexpo.co.uk/

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http://www.ictparliament.org/legislationlibrary/e-Commerce

MODULE CODE: **M5X00843**
MODULE CODE: **SBUS5106**
TITLE: **Digital Marketing**
DATED: **11/02/2014**

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

JACS CODE: **N500**

AIM(S)

Digital marketing has developed from an isolated peripheral activity to the hub of customer-centric communications in an increasingly multi-channel environment.

This module will give students the essential knowledge and skills to plan, implement and monitor effective digital marketing campaigns and contribute to operational marketing plans.

LEARNING OUTCOMES

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

1. Demonstrate critical understanding of the full range of digital marketing tools available to a business whilst also addressing privacy, trust and security issues.

2. Appraise how digital marketing techniques can be successfully integrated into the marketing plan using campaign tools for effective measuring and monitoring.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Assignment 1 (outcome 1) requires that a student selects, utilises and monitors campaign tools for an appropriate digital marketing plan to complement a given 'off line' campaign. To be presented via PowerPoint and supported by a 1,500 word report.

Exemplar

Task One -

Your Marketing Manager is interested in launching a new product using social media and has asked you to identify emerging trends and appropriate media to ensure a successful launch online.

Prepare a briefing document that:

- outlines your social media strategy
- selects TWO tools that you would use to identify emerging trends in your industry, and explains how these would affect your campaign
- selects ONE sales promotional activity to enhance your campaign, and explains why you have chosen it
- explains the guidance given by the law with respect to marketing communications, and how that will be taken into account when running your online campaigns.

Task Two -

Prepare a presentation of no more than TWELVE slides that:

- describe methods of monitoring the effectiveness of the online campaigns along with evaluation tools
- explain THREE reasons for measuring your digital marketing campaign
- outlines techniques that you could use to improve the user experience and conversions

- describes an effective way of presenting campaign results, and explains why it is effective

Assessment Component 2 – 50%

To achieve outcome 2:
Evaluate a current digital communications campaign and explain how the digital communications mix can be measured and monitored effectively

Exemplar

As a Communications Executive you have been asked by the Marketing Director to contribute to the development of a new outline digital marketing plan. This should be considered in relation to the organisation's broader marketing and departmental goals and objectives.

You are required to develop the digital marketing plan to increase the level of student engagement within the university, with the objective of enhancing student experience, achievement and loyalty.

You are required to undertake a digital marketing audit that will initially analyse the market situation for the organisation, utilising recognised online marketing planning tools. Based on this analysis, you will then be required to develop and articulate a realistic and relevant outline digital marketing plan related to one of the scenarios above, for presentation to the Marketing Manager. The plan should cover a **TWELVE** month period and include methods for evaluating the success of the plan.

Task One Marketing Audit - 25% weighting

Undertake a digital marketing audit, using appropriate marketing analysis tools, to analyse the organisation's current online presence and its market position. Present this via PowerPoint of no more than 12 slides.

Task Two Production of the Digital Marketing Plan - 75% weighting

Summarise the findings from the audit and identify the key issues.

Develop an outline digital marketing plan that is suitable for the scenario selected and is based on the information gathered for the purposes of the audit. (1500 words)

Assessment Summary

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

BIBLIOGRAPHY

Essential

Chaffey, D. and Ellis-Chadwick, F. (2012) Digital Marketing: strategy, implementation and practice. 5th Ed., FT Prentice Hall: Harlow

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Comm, J. and Burge, K. (2010) Twitter power: how to dominate your market one tweet at a time. John Wiley & Sons: New York

Brown, E. (2012) Working the crowd: social media marketing for business. 2nd Ed., British Informatics Society Ltd: Swindon

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MODULE CODE: **M5X00844**
MODULE CODE: **SBUS5107**
TITLE: **eCommerce**
DATED: **11/02/2014**

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

JACS CODE: **N990**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- The eCommerce environment

The eCommerce environment and business models
The technologies opportunity in the digital era
Online behaviour and the communications relationships
Merchant and payment systems
Globalisation, social media and eCommerce
Managing the digital business across cultures
The innovation and the development process

- Innovation and the development process

Revenue and competitor analysis
Profiling and scenario development
Organisation and navigational structure design principles
Solution representation – tools and techniques of visual digital eCommerce design
Identifying and measuring eCommerce success

LEARNING AND TEACHING STRATEGY

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

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

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

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 40%

Exemplar: Essay (1600 words).

Describe, compare and contrast the propositions offered by two eCommerce organisations of your choice.

Assessment Component 2 – 60%

Exemplar: Report (2400 words + diagrams)

In the light of the issues raised so far in the module, examine what you know about the organisation/business goals and users/customers for which you are planning an eCommerce design. Identify any implications for the kind of solution you are developing.

Your assessment should be equivalent to 2000 words (+/- 10%) and have two parts:

To provide an eCommerce development case for your chosen organisation that matches business and user goals. In explaining this you should present an argument for the sites revenue model, competitor analysis, and user analysis and business success measurement. Your analysis should include a full set of user scenarios, task analysis, feature identification

and content overview in relation to the organisation/business and user/customer goals. The reader of your report should be able to see a link between your business goals and your eCommerce design features.

In the second part you should provide a case for the organisational and navigational structure of your chosen eCommerce design. To illustrate this you should document your design using appropriate visual diagrams and annotation.

You may choose one of the following options for your planned web site:

1. A re-design of an established online organisation/business
2. A new site build for an established organisation/business
3. A new online business

Assessment Summary

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

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Laudon, K., & Traver, C. (2013) E-Commerce: business, technology, society. 2013, Pearson, New York.

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Nahai, N. (2012) Webs of influence, Pearson: Harlow

Rickman, C. (2012) The digital start-up workbook, Capstone Publishing Ltd: Chichester.

Priestley, D. (2013) Entrepreneur revolution: how to develop your entrepreneurial mindset and start a business that works Capstone Publishing Ltd: Chichester.

Besird, J. (2007) Principles of Beautiful Web Design, Collingwood, SitePoint: Sydney

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Lorenzo, C., Moll, A., & Gomez, M. (2008) Consumer behaviour in an online shopping environment, VDM Verlag: Germany.

Background

Anderson, S. (2011) Seductive interaction design, New Riders: Berkeley

McLuhan, M. (1968) Understanding media, Routledge, Abingdon.

Lester, D. How they started, Crimsopn Publishing: Surrey.

Zhou, Y. & Ali, Faizan, A. (2012) Factors affecting consumer behaviour in online shopping: a study of students purchasing clothing in the UK online market LAP LAMBERT Academic Publishing: Saarbrücken

Journals

Quarterly Journal of Electronic Commerce

Journal of Organizational Computing and Electronic Commerce

Journal of Electronic Commerce in Organizations

Journal of Information Systems and eBusiness Management

Websites

http://www.digitalenterprise.org/

http://www.businessweek.com/

http://www.ecommerceexpo.co.uk/

https://www.gov.uk/government/publications

http://ec.europa.eu/internal_market/e-commerce/directive/index_en.htm

http://www.ictparliament.org/legislationlibrary/e-Commerce

MODULE CODE: **M5X00845**
MODULE CODE: **SBUS5108**
TITLE: **Enterprising Organisations**
DATED: **11/02/2014**

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

JACS CODE: **N200**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

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

Assessment Component 1 – 50%

Exemplar: Report style assignment (2,000 words)
Discuss and review the opportunities and challenges that can face different types of enterprising organisations.

Assessment Component 2 – 50%

Exemplar: A case study of a specific enterprising organisation / project / or initiative (2,000 words)

Review of the features of the chosen organisation/project/initiative against a specific list of characteristics, conditions and factors.

Assessment Summary

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

BIBLIOGRAPHY

Essential

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Recommended

Burns, P. (2008) Corporate Entrepreneurship. Palgrave, Macmillan.

Bridge, S., O'Neill, K. and Martin, F. (2012) 4rd Ed. Understanding enterprise: entrepreneurship and small business. Basingstoke: Palgrave, Macmillan.

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Desouza, K. C. (2012) Intrapreneurship: Managing Ideas Within Your Organisation (Ontario Legal Directory). Toronto: University of Toronto Press.

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Herbert, T. (2009) Advances in Strategic Corporate Entrepreneurship. Routledge, Oxford

Kariv, D. (2012) Female Entrepreneurship and the New Venture Creation. Oxford, Routledge.

Knott, A. M. (2014) Venture Design. London: Sage.

Rae, D. (2007) Entrepreneurship: From Opportunity to Action. Basingstoke: Palgrave, Macmillan.

Terziovski, M. (2008) Energising Management through innovation and entrepreneurship: European research and practice. Routledge, Oxford.

Background

Bessant, J. & Tidd, J. (2011) Innovation & Entrepreneurship. John Wiley & Sons, London

Birley, S. & Muzyka, D. (2000) Mastering Entrepreneurship: Complete MBA companion in Entrepreneurship. Financial Times / Prentice Hall, London.

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De Bruin, A. & Dupuis, A. (2003) Entrepreneurship: New Perspectives in a Global Age. Ashgate Publishing Limited.

Chell, E. (2013) The Entrepreneurial Personality: A Social Construction. Routledge, Oxford.

Clydesdale, G. (2009) Entrepreneurial opportunity. Routledge, Oxford,
Drucker, P. F. (2007) Innovation & Entrepreneurship. The Classic. London: Drucker Collection. Elsevier.

Hebert, R. F. & Link, A. N. (2009) A history of entrepreneurship. Routledge, Oxford.

Kariv, D. (2012) Female Entrepreneurship and the New Venture Creation. Oxford, Routledge.

Legge, J. and Hindle, K. (2004) Entrepreneurship: Context, vision and planning. Palgrave, Macmillan, Basingstoke.

Martin, F. & Thompson, M. (2009) Social Entreprise: Developing Sustainable Businesses. Palgrave Macmillan, Basingstoke.

McAdam, M. (2012) Female Entrepreneurship. Oxford, Routledge.

Mellor, R. (2008) Entrepreneurship for Everyone. Sage, London.

Mitra, J. (2011) Entrepreneurship, Innovation and Regional Development. Routledge, Oxford

Robinson, J. Mair J. & Hockerts, K. (2008) International perspectives on social entrepreneurship. Basingstoke: Palgrave, Macmillan.

Thanh, M. T, & Turkina E. (2013) Entrepreneurship in the Information Economy: Models, Approaches and Prospects for Economic Development. Oxford, Routledge.

Journals

Edge
Entrepreneurship: Theory & Practice
International Small Business Journal
European Journal of Innovation Management
International Journal of Entrepreneurial Behaviour and Research
Journal of Business Venturing
Journal of Entrepreneurship
Journal of Small Business Management

Websites

http://www.smallbusiness.co.uk/
https://www.gov.uk/government/organisations/department-for-business-innovation-skills
http://business.wales.gov.uk/
http://wales.gov.uk/topics/businessandeconomy/help/?lang=en
http://www.socialenterprise.org.uk/

MODULE CODE: **M5X00846**
MODULE CODE: **SBUS5109**
TITLE: **Entrepreneurship**
DATED: **11/02/2014**

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

JACS CODE: **N190**

AIM(S)

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

LEARNING OUTCOMES

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

1. Evaluate the theoretical knowledge of entrepreneurship.

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

INDICATIVE CONTENT

- Defining entrepreneurship and enterprise. The importance of entrepreneurship in the economy.
- Different perspectives in understanding entrepreneurship.
- Entrepreneurial traits and motivations
- The role of the entrepreneur: Managerial versus entrepreneurial mind-set. Skills attitudes and behaviours associated with entrepreneurs.
- Developing entrepreneurial skills.
- Developing new ideas, products and services
- How to develop a business model.
- The business planning process – analysis, choice and implementation – mainly as relevant to micro business and SMEs
- Business description: business ownership/legal formats, mission and objectives
- The market and competitors: analysis of the macro/micro environment using frameworks such as SWOT, SLEPT, Porter's 5 forces, frameworks and techniques to investigate competitors and understand customers including industry analysis and market research.
- The marketing plan (segmentation and targeting, product, price, promotion, business premises/distribution, service issues)
- Management and human resources plan: people/staffing issues including hiring and firing
- Operations and production plan: production facilities, IT requirements, and intellectual property rights issues such as copyright, trademarks and patents.

- Financial plan: e.g. sources of finance to start-up a business, costings, breakeven analysis, cash flow predictions, profit and loss accounts.
- Pitching the idea/plan: presentation techniques, documentation conventions

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Assignment 1 (outcome 1) will be assessed individually via one coursework assignment. Students will be encouraged to self-select an entrepreneur of their choice for further investigation and analysis of entrepreneurial theory. The results of which will form a written report and presentation.

Exemplar:

Written Report (1500 words)
Practical Presentation (5 minutes)

Using an entrepreneur of your choice, critically evaluate their entrepreneurial motivations and characteristics using appropriate academic models. 75%
Present your findings via a five minute presentation to a group of your peers 25%

Assessment Component 2 – 50%

Written Business Plan (2000 words).

Assignment 2 (outcome 2) requires that the student produces a business plan.
Students work in self-selected teams, of between two and five, to identify and research an entrepreneurial opportunity, in negotiation with their tutor. There are opportunities to change teams as the projects evolve, affording students the ability to be pro-active in taking forward ideas.

The student's will write a business plan, citing appropriate research in support of arguments made. The individual's contribution will be reflected within a team contribution audit as part of the assessment.

Exemplar:

You and a group of fellow students (to a maximum of 5 in a group) will investigate the potential to set up a business.

You realise that funding this business is just one of the many issues you will need to address in order to create and sustain a viable business. In order to get potential funding and interest in your idea you will need to be able to present a persuasive business idea to banks and/or potential investors.

Even if you do not need startup funding "a business plan plays a key role in allocating resources throughout a business. It is a tool that can help you attract new funds or that you can use as a strategy document. A good business plan shows how you would use the bank loan or investment you are asking for funding". BusinessLink

You will heavily research and evaluate your concept using primary and secondary methods so that you will be able to provide your appropriate stakeholders with a detailed formal business plan of your proposed venture.

This is a group assignment where you are expected to form your own management team, a maximum of five members. A contribution audit must compiled by the team giving detailed of all meetings with minutes and a list of attendees, along with the tasks each person has been responsible for. This will be submitted at the written and the verbal presentation stage.

You will be allowed to hire and fire team members

You will need to provide supporting evidence in the appendix of your plan, for example copies of questionnaires used for primary research.

Reference your sources of information, from both primary and secondary data within a bibliography.

Records of meetings (to include apologies for absence) and tutorials must be comprehensive and professionally presented.

Recommended texts will be discussed throughout the module.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Barringer, B. R. & Ireland, R.D. (2012) Entrepreneurship: Successfully Launching New Ventures, Ed., Prentice Hall: New Jersey

Williams, S. (2013) FT Guide to Business Start Up 2013: The only annually updated guide for entrepreneurs, 9th Ed., Financial Times Press: Harlow.

Recommended

Burns, P. (2010) Entrepreneurship and Small Business, Ed., Palgrave Macmillan: Basingstoke

Butler, D. (2006) Enterprise Planning and Development: Small Business and Enterprise Start-up Survival and Growth. Routledge.

Rickman, CD (2013) The Small Business Start-Up Workbook: A step-by-step guide to starting the business you've dreamed of. London, How To Books

Background

Blackwell, E. (2011), How to Prepare a Business Plan: Planning for Successful Start-up and Expansion, (5th Ed) Sunday Times Business Enterprise Series, Kogan Page

Hisrich, R.D., Peters, M.P. & Shepherd, D.A. (2013) Entrepreneurship, 9th Ed., McGraw Hill: NY

Mariotti, S. and Glackin, C. (2013) Entrepreneurship: Starting and Operating a Small Business (3rd Ed), London: Prentice-Hall.

Rae, D. (2007) Entrepreneurship: from opportunity to action, 2nd Ed., Basingstoke: Palgrave Macmillan

Timmons, J. & Spinelli, S. (2008) New Venture Creation: Entrepreneurship for the 21st Century, McGraw Hill: Boston

Zimmerer, T.W. & Scarborough, N.M. (2017) Essentials of Entrepreneurship, 6th Ed., Prentice Hall: New Jersey

Journals

Entrepreneurship: Theory & Practice

International Small Business Journal

Journal of Business Venturing

Journal of Entrepreneurship

Journal of Small Business and Entrepreneurial Development

Journal of Small Business Management

Websites

http://www.smallbusiness.co.uk/

https://www.gov.uk/government/organisations/department-for-business-innovation-skills

http://business.wales.gov.uk/

http://wales.gov.uk/topics/businessandeconomy/help/?lang=en

MODULE CODE: **M5X00847**
MODULE CODE: **SBUS5110**
TITLE: **Financial Reporting**
DATED: **11/02/2014**

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

JACS CODE: **N422**

AIM(S)

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

LEARNING OUTCOMES

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

1. Prepare financial reports for businesses operating in specialist accounting areas and in a variety of specialised accounting situations.

2. Explain the function and structure of the professional accounting bodies in the regulation of the practice of their members in support of Company Law, and in pursuit of better standards of financial reporting in the UK.

3. Produce the financial reports of limited companies in accordance with legal and professional requirements.

4. Produce the set of consolidated financial statements in accordance with legal and professional requirements.

INDICATIVE CONTENT

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

- Introduction to formal financial reporting for limited companies within the legal and professional framework. Background to the professional framework - how it is structured, what are its objectives, and how it operates.

- Financial reporting for single incorporated companies. Taxation in accounts, financial reporting of research and development expenditure, financial reporting for capital and revenue grants, Formal reporting of movements in cash flow, the cash flow statement and notes, all in accordance with appropriate accounting standards.
- Financial reporting for groups of companies. The principles of acquisition accounting. Consolidated profit and loss accounts and balance sheets. Reporting for goodwill arising on acquisition, Fair Value adjustment, all in accordance with appropriate accounting standards.
- Financial reporting for single incorporated companies. Reporting financial performance.
- Financial reporting of provision and contingencies

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 30%

The student will be required to write a 1500 word business report on a topical issue in financial reporting. The assignment will be research based and will test the student's ability to apply knowledge to real life situations.

A typical example would be the following:

Prepare a business report which discusses the advantages of a common set of global reporting standards, and why harmonisation of accounting standards is felt to be important by accounting standard setting bodies such as the ASB and IASB. Discuss also the implementation challenges faced by both the Accounting Standards Board (ASB) and International Accounting Standards Board (IASB) if there is to be a successful move to International Financial Reporting Standards.

Your discussion should give examples of areas where accounting treatments have been recently harmonised and also areas where accounting treatments adopted by the ASB and IASB still differ."

Assessment Component 2 – 70%

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

Barry Elliott Jamie Elliott (2013) (16th Ed) Financial Accounting & Reporting, London: Financial Times, Prentice Hall

Blake John (20007) Accounting Standards, London: Pitman

Young D and Cohen J (2013) (3rd Ed) Corporate Financial Reporting and Analysis John Wiley & Sons

Recommended

Wood F (2012) (12th Ed) Frank Wood's Business Accounting, London: Pitman

Finch C (2012) (3rd Ed) A Student's Guide to International Reporting Standards, Kaplan

Background

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

Melville A (2014) International Financial Reporting: A Practical Guide, Financial Times / Prentice Hall

Scott W (2011) (1st Ed) Financial Accounting Theory, Prentice Hall

Journals

Accountancy

Accountancy Age

Accounting and Business Research –e access until 2010

The Financial Times

Websites

http://www.frc.org.uk/

http://www.ifrs.org

MODULE CODE: **M5X00848**
MODULE CODE: **SBUS5111**
TITLE: **Global Financial Markets**
DATED: **11/02/2014**

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

JACS CODE: **N341**

AIM(S)

- To identify and explain the component parts of "global financial markets" and engender in students an appreciation of the importance of these markets to a nation's economy, and to the businesses operating within that economy.

- To assess and evaluate the operations of these financial markets, considering the impact of decisions made by the markets on the economic wellbeing of a country.

LEARNING OUTCOMES

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

1. Understand and evaluate the importance of "global financial markets" and the impact they have on a country's economy.

2. Identify the types of foreign exchange risks faced by businesses operating in an international environment.

3. To assess the role national governments should take in moderating the excesses of these financial markets.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Management Report - Evaluating the role global financial markets play in a country's economy. (2000 words or equivalent).

Exemplar:

Evaluate the contribution Global Financial Markets make to the economic well-being of a country. Produce a report outlining and evaluating the impact global financial markets have on the economy of a country (of the student's choice). Identify both the advantages and disadvantages of the free movement of capital and labour.

Assessment Component 2 – 50%

Presentation: An overview of sustainability – a global review.
(2000 words or equivalent).

Exemplar:

Following further research into the subject of global financial markets, each student will negotiate with the tutor in session 10, a case study based around the policies adopted by the government of a country relating to global finance (in particular for example foreign exchange rates/ risks), and then give a formal presentation to the rest of the group (of approximately 20 minutes) critically appraising the policies of the chosen country. The presentation should address a number of issues relating to global finance. On completion of the presentations, the tutor will summarise the findings and provide an overview of "the state of play" of the global markets.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Pilbeam, K (2010) Finance and Financial Markets. Palgrave Macmillan: Basingstoke.

Elton, Edwin J (2010) Modern Portfolio Theory and Investment Analysis. John Wiley & Sons.

Recommended

Brealey, R. (2013) Principles of Corporate Finance. McGraw-Hill.

Buckley, A. (2003) Multinational Finance. Prentice Hall.

Copeland, L (2008) Exchange Rates and International Finance. Pearson Education: London.

Fanozzi Frank J. (2013) Foundations of Financial Markets and Institutions. Prentice Hall.

Roberts R (1998) Inside International Finance, Basingstoke: McMillan Publishers

Roth P (1996) Mastering foreign Exchange and Money Markets, London: FT/Pitman Publishers

Sercu P (1995) International Financial markets and the Firm, London: ITP

Stonehill A (1996) International Financial Management, London: ITP

Journals

American Economic Review

Business Strategy Review

Business Week

Economist

Financial Times

Harvard Business Review

International Journal of the Economics of Business

Journal of International Business Studies

Management Today

Sunday Times

The Economics of Transition

Websites

http://www.ACCAglobal

http://www.CIMAglobal

http://www.ics.ltsn.ac.uk/resources/projman/index.html

http://www.niwotridge.com/Resources/PM-SWEResources/PMResources.htm

www.bbc.co.uk/business

www.ft.com

www.economist.com

www.sosig.ac.uk/business

MODULE CODE:	**M5X00802**
MODULE CODE:	**SBUS5112**
TITLE:	**Green Management**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**N190**

AIM

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

LEARNING OUTCOMES

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

1. Analyse underpinning models of organisations which might be defined as green that meet the needs of the present without compromising the ability of future generations to meet their own needs in an applied management report.

2. Develop a proposal for the implementation of a green innovation in a specialist functional area or integrated project. The proposal should be supported by research of underpinning models, examples of good practice and some element of field work or application to a featured organisation.

INDICATIVE CONTENT

- **The greening of society trends and drivers**- Analysis of the dimensions of green drivers such as political and economic environmental factors. Evaluation of the history of greening management systems including the tokenism of the development of green products in the last decade of the C20th. Cost benefit analysis of green initiatives. The social, local and international context of green policy developments. Applications to organisational resource management and ownership /power relationships.

- **Sustainable development: global, national and local issues-** Analysis of the changing demands of markets, society, government and wider stakeholders and organisational goals and responses. Evaluation of governmental initiatives: Kolkata Government urban pollution/emissions control, South Korean integrated green and growth strategy, the West Coast initiative in the USA, EU TEEB and UN bio diversity and renewable energy policies, the UK Climate Change Act and the aftermath of the Kyoto Protocol. Strategy embracing sustainability as an intrinsic goal changing

maximisation targets to optimisation of societal contribution. Features of a sustainable strategy. Evaluation of the critics of sustainability's increasing importance.

- **Greening organisations-** Initiating the green organisation- green entrepreneurship. Reforming existing organisations- optimisation of existing processes to boost efficiency. The challenge to multinational enterprises (MNEs) when integrating with green organisations and subsequent green communications and management implications, e.g. Unilever-Ben and Jerry's, Coca Cola-Innocent and Cadbury's-Green and Black's. Triple Bottom Line auditing to measure full social, environmental and commercial impact of decision making. Developing green values orientation (linked to trait/behavioural or technical orientation (linked to transactional/contextual) models of leadership in sustainable organisations.

- **Corporate environmentalism in Practice-** Environmental Social Responsibility (ESR) developing organisational commitment to sustainable development. Normative pressures to adopt green policies regardless of cost or business outcomes. Alternatively the business case for greening, to achieve long term viability and offer Corporate Social Value (CSV) (Porter and Kramer, 2011). Analysis of green products which offer public good features and the need to internalise external "rents", to create incentives to enhance public welfare outcomes.

- **Green marketing**- Analysis of the need for the marketing of green business. Systems approaches to managing resources for economic and social objectives. Evaluating past niche marketing strategies of targeting receptive organisations and individuals for new product and service development. Critical review of the potential for mass and global market green product development. Investment appraisal of new skill/competence development. Evaluation of the development of hard and soft skills.

- **Developing the green organisation**- Critical analysis of new green business. Challenges to the holistic, innovative, market, regulated and sustainable perspectives. Green product development. Changes in product life cycles, green supply chain management and green entrepreneurship. Development of green management competences. Making green initiatives "pay". The interrelationship of green competences, generic organisational competences and decision making processes.

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Management Report (2000 words).

Write a report to evaluate the main green drivers on organisations in the context of their business/social environment. Students will be asked to critique a key academic article and apply it to a sector which they will negotiate with tutors. They will need to identify and gather published literature relating to their allocated topic. The literature should be relevant, credible and current. Students will analyse the literature to produce an evaluative management report on the topic, the production of which will incorporate academic referencing and report writing convention.

Exemplar:

Following research of a green management models, apply to a specific organisation or critically review the implementation of a legislative/regulatory initiative. The task must be negotiated with the tutor in session 4, communicate the nature of the reform you seek to advocate. This may take the form of a poster display in allocation organised by the tutor, the construction of a website to advocate the reform or a viral/email campaign.

In addition to the tangible communications material (poster, website, digital communications medium, you should offer an oral commentary on how your reform respects the needs of stakeholders, the environment and strategic objectives of the host organisation. Following the demonstration you will write a reflective commentary summarising your experience of researching and delivering the reform proposal.

Assessment Component 2 – 50%

Design a mini research project (2000 words) to apply models to specific organisations or management functional specialism. Critically review the incentives to achieve and positive outcomes of green reform and how it might be communicated to a critical public audience.

Exemplar:

Evaluate relevant green management model to apply to a case of policy development or a specific management function, to be negotiated with the tutor. Demonstrate how the industry will have to evolve new systems, “products”, mechanisms for delivery and management processes to achieve sustainable goals.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Karpagam, M. & Jaikumar, Geetha (2010) Green Management: Theory & Applications, Ane Books Pvt Ltd, New Delhi, India

De Figueiredo, J.N. & Guillen, M.F. (2011) Green Products: Perspectives on Innovation and Adoption, CRC Press, Boca Raton, FA

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Belz, F. & Peattie, K. (2012) Sustainability Marketing: A global perspective, John Wiley & Sons, Hoboken, NJ

Curtin, T. (2006) Managing Green Issues, Macmillan/Palgrave, London

Dahlstrom, R. (2010) Green Marketing Management, South Western Cengage Learning, New York

Danaher, K., Biggs, S. & Mark, J. (2007) Building the Green Economy: Success Stories, PoliPoint Press, London

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Gupta, S.M. (2013) Reverse Supply Chains: Issues and Analysis, CRC Press, Boca Raton, FA

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Kaletsky, A. (2011) Capitalism 4.0: The birth of a new economy in the aftermath of crisis, Bloomsbury, London

Lebel, L., Lorek, S. & Daniel, R. (2010) Sustainable production consumption systems: Knowledge engagement and practice, Springer Verlag, Berlin

Maltzman, R. & Sirley, D. (2010) Green Project Management, CRC Press, Boca Raton, FA

McDonagh, P. & Prothero, A. (1997) Green Management, Dryden Press, London

O'Neill, M. (2010) Green IT for Sustainable Business Practice: An ISEB Guide,

Peattie, K. & Belz, F-M. (2010) Sustainable Marketing: A global perspective, John Wiley and Sons, London

Phyper, J-D & MacLean, P. (2011) Good to Green: Managing Business Risks and Opportunities, Wiley, London

Savitz, A.W. (2013) The triple bottom line: How today's best-run companies are achieving economic, social and environmental success-and how you can too, Jossey-Bass, San Francisco, CA

Seitanidi, M.M. (2010) The politics of partnerships: A critical examination of non-profit-business partnerships, Springer, Dordrecht

Senge, P.M. (2010) The necessary revolution: How individuals and organisations are working together to create a sustainable world, Nicholas Brealey, London

Sullivan R. (2011) Valuing corporate social responsibility: How do investors really use corporate responsibility information? Greenleaf Publishing, Sheffield

Wang, H-F, (2009) Web-based Green Products Life Cycle Management Systems: Reverse Supply Chain Utilisation, IGI Global Snippe

Journals

Business and Society Review

Business Strategy and the Environment

Futures

Greener Management International

International Society for Sustainability Professionals

Journal of Corporate Citizenship

Management Decision

Social Entrepreneurship

Social Enterprise Journal

Strategy and Business

Websites

http://sustain.wisconsin.edu/degrees-and-certificates/bachelors-certificate/
http:/ research@ethicalcorp.com/
http://www.commondreams.org/
http://www.neweconomictheory.org/
http://www.peri.umass.edu/
http://www.sustecweb.co.uk/
http://ineteconomics.org/net/video/playlist/conference/bretton-woods/O
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/220541/green_book_complete.pdf

MODULE CODE:	**M5X00849**
MODULE CODE:	**SBUS5113**
TITLE:	**Information Systems Security**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**N990**

AIM(S)

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

LEARNING OUTCOMES

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

1. Evaluate the risks and vulnerabilities associated with the differing information assets within organisations and apply information security management models.

2. Demonstrate a critical understanding of the specific controls and countermeasures that can be used systematically to secure information appropriately.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Component 1 – Report (2,000 words) - 50%

Exemplar

Critical risk assessment on an organisation's information assets, and suggestion of controls that could be used to reduce these risks.

Component 2 – Report (2,000 words) – 50%

Exemplar

Assessment of an organisation's current controls and suggestion of policies and contingency plans that could be implemented to reduce the risk posed to the assets these protect.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Whitman, M. E. & Mattord H. J. (2013), Management of Information Security, Course Technology, Cengage Learning.

Whitman, Mattord. Mackey and Green (2012) Guide to Network Security, 1st edition, Cengage Learning.

Michael Goodrich, Roberto Tamassia (2013), Introduction to Computer Security: Pearson New International Edition

Recommended

Taylor, A. et al (2012), IT Governance a Manager's Guide to Data Security and ISO27001/ISO 27002, London: Kogan.

Mackey, D, Whitman, M, Mattford, H and Green, A (2012) Guide to Network Security, International Edition, 1st Edition. Cengage learning.

Alexander, D., French, A., Sutton, D., Taylor, A., (2013), Information Security Management Principles: An ISEB Certificate, Swindon: British Computer Society.

Journals

MIS Quarterly

Organization Science

Security and Communication Networks

Communications of ACM

Websites

http://csrc.nist.gov/publications/PubsSPs.html

http://www.bsigroup.co.uk/en-GB/iso-27001-information-security/

MODULE CODE: **M5X00850**
MODULE CODE: **SBUS5114**
TITLE: **Intellectual Property Rights**
DATED: **11/02/2014**

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

JACS CODE: **N190**

AIM(S)

- To provide a basic understanding of the law of intellectual property. It will deal; with the six areas of law conventionally understood as falling under IP: copyright, confidential information, unregistered and registered trademarks, patents and industrial design
- To attention to the wider context in which IP is produced and the law applied, and will focus on economic and social influences on the development of IP law.

LEARNING OUTCOMES

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

1. Demonstrate a working knowledge of relevant IP legislation and the legal process including the relationship between legislation and policies and practices.

2. Critically analyse the economic, social and ethical issues which have influenced the development of Intellectual Property Law and its legal protection.

INDICATIVE CONTENT

- Defining intellectual property and intellectual property rights
- The international dimension of intellectual property
- Remedies for infringement of intellectual property rights
- Copyright
- Confidential Information
- Passing Off
- Trademarks
- Patents
- Industrial Design

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	25%

Independent learning	150	75%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1 – 50%

Structured essay (50% weighting, approximately 2,000 words)

- Working in groups produce a 15 minute presentation and 1000 seminar paper demonstrating an understanding of the concepts related to the legislative process and relationship between laws and policies

Assessment Component 2 – 50%

Report (50% weighting, approximately 2,000 words)

- Write a structured report on how IP laws have developed, and how they are resolved.
- Use relevant case studies, statutes and cases to support the report

Assessment Summary

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

BIBLIOGRAPHY

Essential

J. Davis 2012 Intellectual Property Law 4th edition Oxford Press

T. Aplin and J. Davis 2013 Intellectual Property Law: Text, Cases, and Materials Second Edition Oxford Press

Recommended

C. Waelde, G. Laurie, A. Brown, S. Kheria, and J. Cornwell 2013 Contemporary Intellectual Property: Law and Policy Third Edition Oxford Press

P. Torremans Holyoak and Torremans 2013 Intellectual Property Law Oxford Press Seventh Edition

T. Hart, S. Clark and L. Fazzani 2013 Intellectual Property Law 6th edition Palgrave Macmillan

M. Dowie-Whybrow 2013 Core Statutes on Intellectual Property 4th edition Palgrave Macmillan

Journals

Intellectual Property Magazine

Intellectual Property Office – Copyright Journal

Intellectual Property Office – Patents Journal

Intellectual Property Office – Trademark Journal

Intellectual Property Quarterly

International Journal of Intellectual Property Management

Managing Intellectual Property

Websites

www.ipo.gov.uk

www.wipo.int

www.ip-watch.org

www.managingip.com

MODULE CODE:	**M5X00851**
MODULE CODE:	**SBUS5115**
TITLE:	**International Economic Trends**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**N120**

AIM(S)

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

LEARNING OUTCOMES

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

1. evaluate issues in trade theory relevant for the conduct of international business and the internationalisation of organisations.

2. analyse and apply to case material government policies towards international trade and investment.

3. review and adapt economic principles to current issues in international economics.

INDICATIVE CONTENT

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

- Equity in resource allocation, economic impact of pressure and social groups

LEARNING AND TEACHING STRATEGY

The module will be delivered by a two-hour lecture/tutorial session per week. This two hour slot gives students the opportunity to concentrate on specific tasks for longer and without interruption. Where appropriate, the lecturer provides some input in form of a presentation in order to introduce key concepts and theories. These relatively short teacher focused sessions will usually be followed by student centred activities in form of individual or group work. The tasks given to the students are either related to current economic issues in form of real world problem based scenarios or will be presented in form of case studies. Overall, the syllabus requires from the students to undertake a wide level of reading outside the class.

The allocation of teaching to deliver the module is:

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

ASSESSMENT
This module will be assessed by two different assessment types. Both assessments are set as individual student work.

Assessment Component 1 – 50%

Assignment (2000 words) and learning blogs

Exemplar:

Assignment:

Based on academic theory, critically analyse the benefits for countries to engage in international trade.

Learning blogs:

The assignment will be supported by your individual learning blogs. You are required to write a weekly blog on current international economic affairs which will inform your discussion in your assignment.

Assessment Component 2 – 50%

Assessment component two will be assessed using a time constrained examination (2 hours), which requires application of the theory to the specifics of the information provided and is based on the student's own research. Its questions would test problem solving skills under time constrained conditions to ensure student provenance.

Assessment Summary

Activity type	**Percentage**

Written exam	50%
Coursework	50%
Practical	
TOTAL	**100%**

BIBLIOGRAPHY

Essential

Hill, Charles W. L. (2014): International Business 10th Edition, Boston, McGraw-Hill

Krugman, P., Obstfeld, M. and Melitz, M. (2014): International Economics: Theory and Policy, 10th edition, Pearson Education

Salvatore, Dominic (2013): International Economics : Trade and Finance, 11th edition, Wiley

Recommended

Cavusgil, S. Tamer, Gary Knight, and John R. Riesenberger (2011): International Business: The New Realities. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Peng, Mike W. (2013): Global Business, 2nd edition, Mason, OH: South Western Cengage Learning.

Rugman and Collinson (2012): International Business, 6th edition, Essex: Pearson.

Background

Copeland, L (2014): Exchange Rates and International Finance, Fifth edition, Prentice Hal, Chapters 1-3, 5,7,8, 11-13

De Grauwe, P. (2012): Economics of Monetary Union Oxford University Press, 9th edition.

Dicken, Peter (2011): Global Shift: Mapping the Changing Contours of the World Economy, 6th edition, London: The Guilford Press.

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Grazia letto-Gillies (2012) Transnational corporations and international production: concepts, theories, and effects. Cheltenham, UK: Edward Elgar Publishers 2005

Imad, A. (2002) Foreign direct investment: theory, evidence, and practice, London: Palgrave.

Obstfeld, M.; Rogoff, K. (1996): Foundations of international macroeconomics.
World Trade Organization (2011): World Trade Report 2011 - the WTO and Preferential

Thirlwall, A. (2011): Economics of development: theory and evidence, London: Palgrave.

Weiss, J. (2002): Industrialisation and Globalisation: Theory and Evidence from Developing Countries, London: Routledge.

Journals

Oxford Review of Economic Policy

The Scandinavian Journal of Economics

Cambridge Journal of Economics

Economic Journal

Review of international political economy

International Labour Review

Journal of Common Market Studies

World development

Websites

Information about and Data from the following international Organisations:
World Trade Organisation (WTO): http://www.wto.org
International Monetary Fund (IMF): http://www.imf.org/external/index.htm;
Bank for International Settlements (BIS): https://www.bis.org/
The World Bank: http://www.worldbank.org/

MODULE CODE:	**M5X00852**
MODULE CODE:	**SBUS5116**
TITLE:	**IT Skills for Employability in Finance**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**L100**

AIM

This module aims to enable the student to understand the purpose of financial accounting as an information system and to introduce the student to practical techniques and theoretical concepts surrounding the operation of accounting systems. It also aims to introduce the student to a variety of IT skills used by the finance professional in the business environment.

LEARNING OUTCOMES:

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

1. Enter data into and extract information from a computerised accounting system dealing with year-end adjustments and the preparation of financial statements

2. Display an understanding of the necessary internal auditing controls to confirm the accuracy of information generated by a computerised accounting system

3. Produce budgets and forecasts and form solutions to financial modelling scenarios with the aid of information technology and appropriate accounting software

INDICATIVE CONTENT:

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

LEARNING AND TEACHING STRATEGY:

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

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

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

ASSESSMENT

Assessment Component 1 – 50%

Practical in class timed IT based assignment

It is intended that the coursework will give students the opportunity to demonstrate insight and understanding of accounting theories and concepts and also the IT skills studied in the module. The student would tackle a scenario based assignment that requires constructive and coherent thought and the demonstration of the additional competences of review and analysis. Use of IT will be required in the production of this assignment.

A typical assignment might be in the form of a simulation of a practical problem where an inexperienced bookkeeper would have processed a series of transactions using accounting software. The student is acting in the role of supervisor and needs to use their analytical skills to deuce and correct the errors made in order to produce a set of accurate financial statements.

Assessment Component 2 – 50%

Practical in class timed IT based assignment
It is intended that the coursework will give students the opportunity to demonstrate insight and understanding of accounting theories and concepts and also the IT skills studied in the module. The student would tackle a scenario based assignment that requires constructive and coherent thought and the demonstration of the additional competences of review and analysis. Use of IT will be required in the production of this assignment.

A typical assignment might be in the form of a simulation of a practical problem where the student is required, using appropriate software to produce a cash flow forecast for a business and also to discuss the sensitivity of the budget to certain factors.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Gilert G (2013) (1st Ed) Sage Accounts 2013 in Easy Steps, In Easy Steps Ltd

PK MacBride (2011) (1st Ed) Sage accounting in Simple Steps Pearson International

Recommended

Kelly J (2012) (2nd Ed) Sage Accounts 50 For Dummies John Wiley and Sons

Nugus S (2008) Financial Planning Using Excel: Forecasting, Planning and Budgeting Techniques, CIMA Publishing

Background

Day A (2012) (3rd Ed) Mastering Financial Modelling in Microsoft Excel: A Practitioner's Guide to Applied Corporate Finance, FT Prentice Hall

Drury J (2012) (8th Ed) Management and Cost Accounting, Cengage Learning Ltd

Swan J (2008) Practical Financial Modelling: A Guide to Current Practice 2nd Edition, CIMA Publishing

Journals

Accountancy
Accountancy Age
Accounting and Business Research –e access until 2010
The Financial Times

Websites

http://www.asb.co.uk
http://www.frc.org.uk/apb
http://www.icaew.com
http://www.sage.co.uk

MODULE CODE:	**M5X00853**
MODULE CODE:	**SBUS5117**
TITLE:	**Key Skills for Employability**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**N900**

AIM(S)

Foundation Degrees integrate academic and work-based learning through close collaboration between employers and programme providers and this module aims to reflect and further develop the underpinning skills students have already gained through work-based learning. The module is designed to reflect upon the student's skills development and industry knowledge whilst further equipping learners with the skills and knowledge relevant to their employment, in order to prepare them for Applied Work Based learning and satisfy the needs of employers.

In line with this the module enables the student to reflect upon their development and the organisations operations and is supported by a number of approved key employers within the industry in the UK and overseas. The learning experience will be individually focused to meet the personal needs of the students, and the employability agenda as the module will be linked to UWTSD's Skills Passport.

LEARNING OUTCOMES

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

1. Successfully reflect upon their work based key skills development and appreciate how this will enhance sustainable employment.

2. Consider the issues effecting operations and organisations within the workplace.

INDICATIVE CONTENT

- Reflection on Key Skills Development and Employability Agenda – Communication Skills, Team work Skills, Organisational Skills, Task Management, Guest Service Skills, Initiative, Problem Solving, leadership and supervisory skills, empowerment, and Specific Industry Skills

- Personal Development including reflection on learning styles, strengths and weaknesses, aims and objectives

- Reflection upon Work Based Learning Experiences including organisational behaviour, management structures, financial management, performance management

- Career planning and further skills acquisition – CV updating, Career and qualifications audits, training needs analysis, learning and development

LEARNING AND TEACHING STRATEGY

The module will contain a structured mix of lectures and tutorials designed to allow the student to reflect upon their learning experience, consider industry and work based learning issues whilst focusing on their future development and employability.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Evidence of Learning Outcomes will be in the form of a structured mix assessments designed to focus on developing key skills.

Assessment Component 1 – 50%

Outcome 1 will be assessed through a video record of the students work based learning experience designed to market the employment organisation. This will take the form of a detailed day in the life audio visual experience, using photos, video clips or detailed power point style presentation which will reflect upon the students work based learning experiences within the organisation, highlighting their achievements, strength and weaknesses and selling the experience to future students.

Assessment Component 2 – 50%

Outcome 2 will be assessed through an e learning evidence portfolio which allows the student to reflect upon their key skills learning and work based development. They will be required to produce an evidence based record of their key skills achievements and reflect upon the organisations performance and work based issues, in order to consider what constitutes good practice and offer academic solutions to industry based problems. In light of these tasks students will put forward an updated career plan highlighting new learning outcomes to be achieved through further applied work based learning and development.

Assessment Summary

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

BIBLIOGRAPHY

Essential

NCWE, 2005 Work based Learning: Code of Practice, NCWE, London

QAA, 2008 Placement Learning code of Practice, QAA, London

UWTSD, 2013 Quality Handbook

ASET, 2013 Good Practice Guide for Work based learning in Higher Education

Background

ASET, 2005, Placement Code of Practice, ASET, Sheffield

Bowes, G & Harvey, L, 2004 Impact of Sandwich Education, UCE, Coventry

CRA, 2002 Personal Development Planning, CRA, London

Kolb D A, 1994 Experiential Learning, Prentice Hall, New Jersey

LTSN, 2008 Employability Skills, LTSN, Oxford

NCWE, 2008 Enhancing Employability, Univ. UK & NCWE, London

NCWE, 2008 Student Placement Pack, NCWE, London

Trigwell K, 1998 Work based Learning, Kogan Page, London

Journals

LTSN – Link

Prospects – Work based Learning

MODULE CODE:	**M5X00854**
MODULE CODE:	**SBUS5118**
TITLE:	**Management Accounting**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**N411**

AIM(S)

- To develop a critical understanding of the principles, concepts and applications of cost and management accounting.

- To encourage and develop the student's ability to generate information for product and service costing, budgeting and performance measurement and evaluation.

LEARNING OUTCOMES

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

1. Analyse and evaluate the informational requirements of management, particularly in relation to decisions involving revenues and costs and other financial criteria.

2. Select and apply appropriate cost and management accounting methods and techniques.

3. Demonstrate an ability to produce functional and master budgets for a variety of business scenarios, and to be able to monitor and evaluate performance based on the targets and standards therein.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 30% (1,500 words or equivalent)

Production of a Business report (including a brief verbal presentation) investigating a current management accounting related issue or topic, to be undertaken in semester one. This assessment will reflect learning outcome one.

Assessment Component 2 – 70%

This will be assessed via a 3 hour exam at the end of semester two.

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

A typical examination question would require students to apply the skills and knowledge gained in lectures and tutorials and would assess students' ability to critically evaluate such knowledge and apply such skills within a time constraint and will reflect learning outcomes two and three.

The combination of both an assignment which will involve independent academic research along with an end of module examination will strike a balance between the professional requirements for exemption purposes and also underpin the academic nature of the course.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Drury C (2012) Management and Cost Accounting, London: Thomson Business Press.

Recommended

Atrill P, McLaney E (2012) Management Accounting for Decision Makers, FT Prentice Hall

Background

Bhimani A, (Ed) (2006) Contemporary Issues in Management Accounting , Oxford

Seal W, Garrison RH, Noreen E (2011) Management Accounting, McGraw Hill

Bromwich M and Bhimani A (1994) (2nd Ed) Management Accounting, Pathways to Progress, London: CIMA

Garbutt Prof. D (1992) Making Budgets Work, London: CIMA

Hopwood A C (1976) Accounting and Human Behaviour, London: Prentice Hall International

Horngren C T and Forster G (2003) (11th Ed) Cost Accounting, A Managerial Emphasis, London: Prentice Hall International

Journals

Accountancy
Accountancy Age
ACCA publications
Accounting and Business Research – e access until 2010
The Financial Times

Websites

ACCA
CIMA

MODULE CODE:	**M5X00855**
MODULE CODE:	**SBUS5119**
TITLE:	**Management Economics**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**L100**

AIM(S)

The aim of the module Management Economics is to enable students to analyse the internal and external economic forces acting on management decision making.

LEARNING OUTCOMES

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

1. Critically evaluate economic data as a guide to policy making within an international, national and organisational context.

2. Apply a number of different economic concepts (supply and demand, price elasticity, cost analysis) with respect to managerial decision making in organisations.

3. Analyse the impact of government policy on markets and its effect on the managerial decisions.

INDICATIVE CONTENT

- An analysis of market supply, demand, price formation, and elasticities; the application of such theory to managerial decision-taking.

- An analysis of business costs in both short run and long run and their part in decisions on resource allocation.

- An assessment of the impact on the economy and the economics of developing policy on sustainability, enterprise, social responsibility and global trends in management decision making.

- A critical evaluation of the main market structures (perfect market, monopoly, imperfect market and oligopoly), competition and cooperation models and an analysis of the significance of each in resource allocation.

- An analysis of government influence on markets and its effect on the managerial decisions and the international business environment.

- The role of the state versus the role of markets: public services and privatisation; externalities and environmental costs; the impact of government policy. Relevant legal framework including competition, mergers, consumer protection and employment policies.

LEARNING AND TEACHING STRATEGY

The module will be delivered by a two-hour lecture/tutorial session per week. This two hour slot gives students the opportunity to concentrate on specific tasks for longer and without interruption. Where appropriate, the lecturer provides some input in form of a presentation in order to introduce key concepts and theories. These relatively short teacher focused sessions will usually be followed by student centred activities in form of individual or group work. The tasks given to the students are either related to current economic issues in form of real world problem based scenarios or will be presented in form of case studies. Overall, the syllabus requires from the students to undertake a wide level of reading outside the class.

The allocation of teaching to deliver the module is:

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

ASSESSMENT
This module will be assessed by one individual assignment (100%)

Assessment Component 1 – 100%

Written/Case study assignment (4000 words).

Example Assignment:

Instructions:

A. Assess the economic environment of one specific organisation.
    a. Some initial information on this company is given to you in form of a case study which is available on Moodle.
    b. Within your analysis, highlight current national/ international government policies which impact on organisational objectives. (50%)

B. Based on the discussion of four economic concepts, demonstrate how Small -and Medium Sized Enterprises (SMEs) can survive in the competition of large multinational organisations. (50%)

Note:
Additional and different case studies will be discussed during various sessions in class. If you want to use a different case organisation to the one specified in task a), you must have agreed this with your tutor by the 7th session. Your case should be deep enough to offer enough data for analysis. Alternatively, use the case study provided which is uploaded onto Moodle.

Assessment Summary

Activity type	**Percentage**
Written exam	0

Coursework	100
Practical	0
TOTAL	**100%**

BIBLIOGRAPHY

Essential

Samuelson, W. F. and Marks, S. G. (2010): *Managerial Economics, Study Guide*, London, John Wiley & Sons.

Sloman, J., Hinde, K. and Garrat (2013): *Economics for Business,* Harlow, Pearson.

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Recommended

Griffiths, A. & Wall, S. (2011): *Economics for Business and Management,* London, FT/Prentice Hall.

Levitt, S. D. & Dubner, S. J. (2010): *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*, London, Penguin.

Smith, D. (2012): *Free Lunch: Easily Digestible Economics*, London, Profile Books.

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Allen, B., Weigelt, K. & Doherty, N. (2012): *Managerial Economics: Theory, Applications and Cases*, New York, WW Norton.

Baye, M. (2013): *Managerial Economics & Business Strategy,* London, FT/Prentice Hall.

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Lambin, J-J. (2012): *Market –Driven Management,* Basingstoke, Palgrave MacMillan.

Png, I. & Lehman, D. (2012): *Managerial Economics,* Oxford, Blackwell.

Sloman, J., Wride, A. & Garrat, D. (2012): Economics, Edinburgh, Pearson.

Journals

Applied Economics
British Economy
Business Week
Cambridge Journal of Economics
Economic Review
Economic Journal
Economic Outlook
Economic Trends
Economist
Journal of Economic Perspectives
Journal of Industrial Economics
Oxford Economic Review
Economic Policy Review
Economic Outlook
Economic Trends
Economist
Journal of Economic Perspectives
Journal of Industrial Economics
Oxford Economic Review
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Websites

www.cbi.org.uk
www.biz.ed.org.uk
www.mbares.org.uk
www.mba4u.org.uk
www.strategyandbusiness.com
www.mckinseyquarterly.com

MODULE CODE: **M5X00803**
MODULE CODE: **SBUS5120**
TITLE: **Management Ethics**
DATED: **11/02/2014**

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

JACS CODE: **N200**

AIM

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

LEARNING OUTCOMES

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

1. Analyse the stakeholder view in comparison with alternative models including stockholder theories and distinguish between different models of corporate social responsibility (CSR).

2. Explore critically the response of management functions to ethical challenges.

INDICATIVE CONTENT

- The Role and Context of Management, Business and Organisational Ethics: Definitions of ethical behaviour. Values, deontological/teleological models, natural law, utilitarianism, social justice, social contract theories. Analysis of models of ethics in the context of commercial priorities and market forces. Evaluation of the potential of normative business ethics to contemporary business practice.

- Market Ethics: An evaluation of the juxtaposition of ethical behaviour in a commercial or state organisation. Narrow and broad views of the "ethical organisation". Changes to the capitalist/market environment. The role of the individual in relation to the corporation and society. Competing models of professional responsibility e.g. Carroll's (2008) Moral-Amoral-Immoral paradigms and De George's (2004) Myth of the Amoral Professional Manager.

- Models of Corporate Responsibility: Agency theory - stakeholders and the firm. Different perspectives of social responsibility. Theories of business power, the managerial revolution, mechanisms of corporate control, corporate governance, and managerial capitalism v state capitalism etc. Application to private, public and Not-For-Profit organizations. Sternberg (2008), Friedman (2000), Freeman (2011), Porter and Kramer (2011) commentaries on the viability of stakeholder approaches.

- Codes of Ethics: Competing approaches for managing ethical dilemmas. Normative strategies to foster ethical behaviour. Neutral, Omni partial Rule-Making (NORM). Self-regulation v governmental regulation of diverse codes for mangers. The role of

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

- The challenge of technology to responsible behaviour in an ethical corporation. Sustainability models applied to diverse corporate structures, in a variety of cultures. Anglo-American, European, Asian and Emerging Economy paradigm comparisons. Internet ethics, new social contracts, global pressures, diversity of cultural mixes, managing difference and sustainable processes. Different ethical contexts of small, medium and large organisations.

- Corporate Social Responsibility in a Global Economy: Moral authority of Transnational Corporate Codes, application to employment policies, consumer protection, environmental standards, political/commercial payments and human rights issues. An evaluation of guidelines for ethical organisations operating in the global market. Issues of sustainability and ecological responsibility. The impact of the Internet on professional practice.

- Regulation and Development of an Organisation's Ethical Programme: Analysis of the arguments for and against external/self -regulation of corporations. Evaluation of theoretical and practical models of organizational ethical initiatives. Corporate accountability perspectives. Corporate citizenship in the context of Anglo-American and European perspectives. The impact of ethical strategies on functional responsibilities.

- Sustainable development: global, national and local issues- Analysis of the changing demands of markets, society, government and wider stakeholders and organisational goals and responses. Evaluation of governmental initiatives: Kolkata Government urban pollution/emissions control, South Korean integrated green and growth strategy, the West Coast initiative in the USA, EU TEEB and UN bio diversity and renewable energy policies, the UK Climate Change Act and the aftermath of the Kyoto Protocol. Strategy embracing sustainability as an intrinsic goal changing maximisation targets to optimisation of societal contribution. Features of a sustainable strategy. Evaluation of the critics of sustainability's increasing importance.

LEARNING AND TEACHING STRATEGY

This module attempts to engage students in an interactive approach to application of concepts to current management ethical challenges. Presentation of ideas will be accompanied by case material for wider discussion. There will be extensive utilisation of comparative business and social cultural analysis. While maintaining the integrity of positivist approaches, normative discussion will be integrated to rehearse emotional and emotive qualities in class discussion. A current application will be agreed e.g. ethical banking, protection of children in a commercial environment, international business CSR, e-business ethics, developing sustainability strategies, etc. Guest speakers and Business School research students will present their experience and policies on the theme. In order to develop case material students will negotiate a particular application of models to the case they wish to investigate. While the collection of secondary data will be essential, the opportunity to collect primary data will be encouraged (and underpinning skill development practiced) as an aid to achieve the highest grades. It is also hoped to collaborate with other modules in the portfolio at level 5 and as a support for future level 6 study, to enable chosen themes to be studied from several perspectives and to enable deeper analysis at level 6.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Management Report (2000 words).

Write a report to evaluate the main ethical drivers on organisations in the context of their business/social environment. Students will be asked to critique a key academic article and apply it to a sector which they will negotiate with tutors. Gather published literature relating to their allocated topic. The literature should be relevant, credible and current. Students will analyse the literature to produce an evaluative management report on the topic, the production of which will incorporate academic referencing and report writing convention. Students will be expected to present their preparation for the report in the second half of the delivery time as a class discussion/seminar.

Exemplar:

Following research of CSR models, apply to a specific organisation or critically review the implementation of a development programme to enhance CSR performance. The task must be negotiated with the tutor in session 4, communicate the nature of the reform you seek to advocate. This may take the form of a poster display in allocation organised by the tutor, the construction of a website to advocate the reform or a viral/email campaign. In addition to the tangible communications material (poster, website, digital communications medium, you should offer an oral commentary on how your reform respects the needs of stakeholders, the environment and strategic objectives of the host organisation. Following the demonstration you will write a reflective commentary summarising your experience of researching and delivering the reform proposal.

Assessment Component 2 – 50%

Design a mini research project (2000 words) to apply models to specific organisations or management functional specialism. Critically review the incentives to achieve and positive outcomes of green reform and how it might be communicated to a critical public audience.

Exemplar:

Evaluate a relevant campaign, media story, company development programme or ethical management model to apply to a case of policy development or a specific management function, to be negotiated with the tutor. Demonstrate how the industry will have to evolve new systems, “products”, mechanisms for delivery and management processes to achieve sustainable goals. Collection of primary data will be encouraged however deep analysis of secondary data will also generate the highest grades.

Assessment Summary

Activity type	Percentage
Written	

Coursework	100%
Practical	
TOTAL	**100%**

BIBLIOGRAPHY

Essential

Bowie, N. & Werhane, P. (2004) Management Ethics, Oxford, Blackwell

Crane, A. & Matten, D. (2012) Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, Oxford, Oxford University Press

Recommended

Ghiller, A. (2013) Business ethics now, New York, McGraw Hill

Henriques, A. & Richardson, J. Eds. (2004) The Triple Bottom Line, does it all add up? Assessing the sustainability of business and CSR, Sterling VA, Earthscan

Smith, N.C. & Lenssen, G. (2009) Mainstreaming Corporate Responsibility, Chichester, Wiley

Sun W., Stewart J. & Pollard, (2010) D. Reframing Corporate Social Responsibility (Critical Studies on Corporate Responsibility, Governance and Sustainability, London, Emerald Publishing Limited

Sybille S. & Edwin Rühli, E. (2011) Stakeholders Matter: A New Paradigm for Strategy in Society (Business, Value Creation and Society), Cambridge, CUP

Tavani, H.T. (2012) Study Guide for Ethics and Technology: Ethical Issues in an Age of Information and Communication Technology, Danvers, MA

Background

Clegg, S. R. & Rhodes, C. (2006) Management Ethics: Contemporary Contexts, London, Routledge

Carroll, A. & Bucholtz, A. (2014) Business and Society: Stakeholder Management, Los Angeles, South Western

Chryssides, G. & Kaler J. (2011) Introduction to Business Ethics, London, Thompson Business Press

Ferrell, O.C.. (2013) Study Guide for Business Ethics: Ethical Decision-Making and Cases, New York, Houghton/Mifflin

Fisher, C. & Lovell, A. (2012) Business Ethics and Values, Individual, Corporate and International Perspectives, London, FT/Prentice Hall

Hosmer, T. (2011) The Ethics of Management: multi-disciplinary approach, New York, McGraw Hill

Vallabhaneni, S. R. (2008) Corporate Management, Governance and Ethics Best Practices, New York, Wiley & Sons

Weiss, J.W. (2012) Business Ethics, a stakeholder and issues management approach, New York, Thompson Learning

Journals

Business & Professional Ethics

Business and Society Review

Business Ethics - A European Review

Business Ethics Quarterly

Environment Policy and Practice

Ethical Consumer

Ethical Performance

Journal of Business Ethics

Websites

www.bsr.orgwww.business-ethics.com

www.ethics.org/etwork

www.ethics.ubc.ca

www.etnor.org/eben

www.gci.org.uk

www.strategyandbusiness.com

www.mckinseyquarterly.com

MODULE CODE:	**M5X00856**
MODULE CODE:	**SBUS5121**
TITLE:	**Managing People**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**N600**

AIM(S)

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

LEARNING OUTCOMES

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

1. Demonstrate a critical understanding of the business environment within which personnel professionals work and analyse how the management of resourcing an organisation is influenced by internal and external factors.

2. Evaluate theoretical and real life approaches used by organisations to attract, engage, deploy and retain people in a manner which encourages high performance from individuals in pursuit of organisation objectives and sustainable competitive advantage.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

- Weekly lectures will serve to provide students with an understanding of key theory and underlying principles relating to the HR topic being studied.
- Throughout the module, students will be required to engage in extended learning activities, e.g. desk top research, which will provide them the requisite knowledge, understanding and critical awareness that will enable them be successful in this module.
- The adopted learning and teaching strategy seeks to equip students with skills, knowledge and understanding which will make them an attractive proposition for future employers.

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

ASSESSMENT

Assessment Component 1 X 50%

The student will be required to produce an individual 2000 word report that:

Delivers upon the assessment criteria and effectively responds to the questions posed in relation to a set case study/ scenario;

Assessment Component 2 X 50%

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

Working as part of a team, students are required to undertake the role of consultants. Students are required to deliver a presentation which demonstrates their knowledge and understanding of how HR strategies can create sustainable competitive advantage for an organisation. Students will be provided with a scenario / context against which to pitch their responses**.**

Assessment Summary

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

BIBLIOGRAPHY

Essential

TAYLOR, S. (2010) *Resourcing and talent management.* 5th ed. London: Chartered Institute of Personnel and Development.

Recommended

MARCHINGTON, M. and WILKINSON, A. (2012) *Human resource management at work. 5th* ed. London: Chartered Institute of Personnel and Development

TAYLOR, S. and WOODHAMS, C. (2012) *Managing People and Organisations*. London: Chartered Institute of Personnel and Development.

Background

ALLEN, D and BRYANT P (2012): *Managing employee turnover: myths to dispel and strategies for effective management.* New York, Business Expert Press.

BARBER, A. (1998) *Recruiting employees: individual and organizational perspectives.* London: Sage.

COOK, M. (2009) *Personnel selection: adding value through people.* 5th ed. Chichester: Wiley.

PILBEAM, S. and CORBRIDGE, M. (2010) *People resourcing and talent planning: HRM in practice*. 4th ed. Harlow: Financial Times/Prentice Hall.

TAYLOR, I. (2008) *Assessment and selection handbook*. London: Kogan Page.

Journals

Human Resource Management Journal
Available at: www.cipd.co.uk/journals

IDS HR Studies (Incomes Data Services)

People Management
Available at: www.cipd.co.uk/pm

Personnel Review

Websites

www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)

MODULE CODE:	**M5X00804**
MODULE CODE:	**SBUS5122**
TITLE:	**Managing the Sustainable Organisation**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**N190**

AIM(S)

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

LEARNING OUTCOMES

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

1. Analyse underpinning models of sustainable development that meet the needs of the present without compromising the ability of future generations to meet their own needs in an applied management report.

2. Research an innovative reform of an organisation, respecting sustainability drivers to achieve the need to achieve vibrant communities, healthy environment and commercial profitability (or economic goals set for not for profit organisations).

INDICATIVE CONTENT

- **Sustainability challenges confronting business**- Integrating the Brundtland Commission and other competing definitions to derive workable business organisation sustainability policies. Analysis of the dimensions of sustainability drivers such as demographic trends, ecosystem needs, climate change, finite resource use and policy, product, service responses. The Resource Constrained Economy (RCE) and its organisational implications. The Five Capitals Model (manufacturing, financial, social, human and natural) whose capital stock must be enhanced in a changing context by sustainable organisations. Applications to organisational resource management and ownership /power relationships.

- **Sustainable strategy and execution in organisations**- Analysis of the changing demands of markets, society, government and wider stakeholders and organisational goals and responses. Business as the enemy of or solution to sustainable developments. Managing a sustainable PESTLE analysis. Positioning business to take advantage of environmental challenges, turning them from threats to opportunities. Strategy as an opportunity for competitive advantage. Strategy embracing sustainability as an intrinsic goal changing maximisation targets to optimisation of societal

contribution. Features of a sustainable strategy. Evaluation of the critics of sustainability's increasing importance.

- **Leadership and entrepreneurship**-Analysis of collective communitarian leadership in contrast to conventional free market business models. Full stakeholder impact on innovation and development. Triple Bottom Line auditing to measure full social, environmental and commercial impact of decision making. Values orientation (linked to trait/behavioural or technical orientation (linked to transactional/contextual) models of leadership in sustainable organisations. The role of groups, individuals, and the impact of context in deriving sustainability objectives by diverse organisational structures, incorporating social enterprise, intrapreneurship and commercial entrepreneurship.

- **Cooperation, collaboration and partnership**- Evaluation of new models for production and distribution to achieve sustainable outcomes. Innovative adaption of competitive advantage and partnership in markets to develop and deliver sustainable products and services.

- **Development of sustainable skills and competences**- Analysis of the needs for the sustainable business environment. Systems approaches to managing resources for economic and social objectives. Investment appraisal of new skill/competence development. Hard and soft skills. Evaluation of the Principles for Responsible Management Education (PRME). The role of business schools to support organisations.

- **Sustainable production and consumption**- Critical analysis of models of production/consumption trends. Challenges to the holistic sustainability perspectives. The trichotomy of balancing production, consumption and resource use in the business sustainability relationship. New forms and production and consumption. Revisiting classical notions of human wellbeing. Development of equitable and sustainable rewards systems. The evaluation of the need for regulation.

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Management Report (2000 words).

An analytical report to evaluate the main sustainability drivers of organisations in the current business/social environment. Students will be asked to critique a key academic article and apply it to a sector which they will negotiate with tutors.

Exemplar

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

Assessment Component 2 – 50%

Practical: Communications exercise of a sustainability policy applied to an organisation. (2000 words or equivalent).

Exemplar

Following research of a sustainability project applied to an organisation negotiated with your tutor in session 10, communicate the nature of the reform you seek to advocate. This may take the form of a poster display in allocation organised by the tutor, the construction of a website to advocate the reform or a viral/email campaign.

In addition to the tangible communications material (poster, website, digital communications medium), you should offer an oral commentary on how your reform respects the needs of stakeholders, the environment and strategic objectives of the host organisation. Following the demonstration you will write a reflective commentary summarising your experience of researching and delivering the reform proposal.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Blowfield, M. (2012) Business and Sustainability, OUP, Oxford

Senge, P.M. (2010) The necessary revolution: How individuals and organisations are working together to create a sustainable world, Nicholas Brealey, London

Recommended

CPSL (2011) A journey of a thousand miles: The state of sustainability leadership in 2011, Cambridge Programme for Sustainable Leadership, Cambridge

Elkington, J. & Hartigan, P. (2010) The power of unreasonable people: How social entrepreneurs create markets that change the world, Harvard Business School Press, London

Husted, B.W. & Allen, D.B. (2010) Corporate social strategy: stakeholder engagement and competitive advantage, Cambridge University Press, Cambridge

Lebel, L., Lorek, S. & Daniel, R. (2010) Sustainable production consumption systems Springer Verlag, Berlin

Sullivan R. (2011) Valuing corporate social responsibility: How do investors really use corporate responsibility information?, Greenleaf Publishing, Sheffield

Background

Collier, P. (2011) The Plundered Planet: How to reconcile prosperity with nature, Allen Lane, London

Frank, R.H. (2012) The Darwin economy: Liberty, competition and the common good, Princeton University Press, Princeton, NJ

Kaletsky, A. (2011) Capitalism 4.0: The birth of a new economy in the aftermath of a crisis, Bloomsbury, London

MacKay, D.J.C. (2008) Sustainable energy- without hot air, UIT, Cambridge

Seitanidi, M.M. (2010) The politics of partnerships: A critical examination of non-profit-business partnerships, Springer, Dordrecht

Journals

Futures

Business and Society Review

Corporate Governance

Strategy and Business

Ethical Consumer

Journal of Corporate Citizenship

Social Entrepreneurship

International Society for Sustainability Professionals

Websites

http://sustain.wisconsin.edu/degrees-and-certificates/bachelors-certificate/

http:/ research@ethicalcorp.com/

http://www.commondreams.org/

http://www.neweconomictheory.org/

http://www.peri.umass.edu/

http://www.sustecweb.co.uk/

http://ineteconomics.org/net/video/playlist/conference/bretton-woods/O

MODULE CODE: **M5X00857**
MODULE CODE: **SBUS5123**
TITLE: **Marketing Communications**
DATED: **11/02/2014**

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

JACS CODE: **N560**

AIM(S)

- This module will introduce the students to the mechanics of marketing communications to develop the students' critical faculties in creating and developing campaigns.

- It will provide a framework to support an integrated approach to marketing communications.

LEARNING OUTCOMES

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

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

1. Demonstrate a clear understanding of the mechanisms behind the component parts of a marketing communication campaign.

2. Employ a Marketing Communications framework to construct a marketing communication campaign.

INDICATIVE CONTENT

- Models and theoretical concepts that underpin marketing communication activity.

- Consideration of the key elements within a campaign covering branding, budgets and agencies.

- Deconstruction of message and media content to understand implication on success.

- Ethical considerations and practices within marketing communication

- Effectiveness of traditional and digital tools within an integrated marketing communication campaign.

- Understanding the mechanisms of a marketing communication planning framework.

- Designing campaigns through a marketing communications planning framework.

LEARNING AND TEACHING STRATEGY

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

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 Exam – 50%

To achieve outcome 1: To adequately assess students' understanding of the full range of material covered during the course a two hour examination will be set (equivalent to 2000 words).

Exemplar

"The notion of Integrated Marketing Communications is not a new idea, although it has become much more popular in recent years. Intellectually there is a lot to commend integration, but it is not easy to achieve….."
Pickton & Broderick (2005 p22)

Discuss fully why Integrated Marketing Communications is desirable and appraise the issues that are faced that make implementation difficult to achieve.

Assessment Component 2 Assignment – 50%

To achieve outcome 2: A case study will be provided where students will have to design and develop a marketing communication campaign using a framework with which they are familiar (equivalent to 2000 words).

Exemplar

You have been employed as a Marketing Communications Manager and you have been charged with producing a Marketing Communications plan.

Using a framework with which you are familiar and a budget of £5million you must create a Marketing Communications plan for the 12 month period from June 2014 to May 2015 to ensure maximum return for their investment in new products.

Please note that whilst this company actually exists, the scenario that you have been given has not yet occurred and therefore your campaign design should be what you believe they should be doing. You should be applying your knowledge and creating a campaign that you

feel is relevant and appropriate based on your research and your understanding of the company's needs.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Fill, C. (2009) Marketing Communication: Interactivity, Communities and Content, 5th edition, FT Prentice Hall: Essex.

Recommended

Picton, D. And Broderick, A. (2004) Integrated Marketing Communications, 3rd Ed., Ft/Prentice Hall: Harlow

Smith, P R, Taylor, J (2011) Marketing Communication: Intergrating Offline and Online with Social Media Kogan Page Ltd: London

Background

De Chernatony (2010) From Brand Vision to Brand Evaluation: The Strategic Process of Growing and Strengthening Brands Strategically branding and sustaining brands Butterworth –Heinemann: Oxford

Du Plessis, F. & Rousseau, D (2007) Buyer Behaviour: Understanding Consumer Psychology and Marketing, OUP: S. Africa

Ogilvy, D (2007) Ogilvy on Advertising Multimedia Publications, London

Journals

European Journal of Marketing

Journal of Marketing

Journal of Marketing Communications

Journal of Marketing Management

Journal of Strategic Marketing

It is also advisable to read a weekly publication like Marketing Week and/or Campaign and the Monthly Marketer magazine from the Chartered Institute of Marketing

Websites

www.wnim.co.uk

www.shapethegenda.com

www.mad.co.uk

www.bized.com

www.economist.com

MODULE CODE: **M5X00858**
MODULE CODE: **SBUS5124**
TITLE: **Marketing Information Systems**
DATED: **11/02/2014**

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

JACS CODE: **N510**

AIM(S)

- This module will focus on the importance of marketing information in gaining a more in-depth understanding of both the market in which an organisation operates and the customers it seeks to serve.

- It will provide an understanding of how an integrated approach to the collection, recording, analysing and interpreting of information can be used to support decision making in an organisation.

- It should also enable students to undertake and manage a small to medium sized marketing research project.

LEARNING OUTCOMES

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

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

1. Examine the increasingly important role of data and how it is managed within organisations to create information to aid decision making.

2. Design an effective marketing research project.

INDICATIVE CONTENT

- The importance of information, the types of information required by management, particularly with regard to information required on customers, competitors and the marketing environment.

- Changes happening in the provision of information as a result of computerisation (Internet, customer databases, scanning and internal reporting systems, Web 2.0 including social networks, online communities/blogs).

- The key role of Management Information Systems and its relationship with decision support systems.

- The optimum format for the reporting and presentation of the information (audience thinking sequence, tables and graphs, reports and oral presentations).

- Role of databases in information management (the types of information held and the role of databases in profiling customers, personalising offerings, building relationships and determining customer lifetime value).

- Ethical and legislative issues involved in data collection and usage including the Data Protection legislation.

- Stages of the marketing research process, the requirements of a research proposal and its production.

- Research methodologies (the broad categories of marketing research methodologies, secondary research, observation research, qualitative and quantitative research, the most common techniques used in each, introduction to the broad approaches of analysing quantitative and qualitative research).

- Research tools (development of the key skills needed in undertaking or overseeing a qualitative or quantitative research project such as questionnaire design, interview/discussion guide preparation and sampling, probability and non-probability samples).

- The nature of the marketing research industry, in terms of types of agency, key organisational and professional bodies.

LEARNING AND TEACHING STRATEGY

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

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

Assessment Component 1 – 50% weighting

This requires that the student produces a report documenting the role, application and benefits of database management systems in relation to the key role that data can play in improving management decisions (approximately 2,000 words).

Exemplar

You are a Marketing Assistant for an organisation and they have recognised that their current data management processes and procedures require to be upgraded and have found that they have limited systems which aid decision-making in marketing management. As a result, the company is now keen to review this area of the business in order to build the business, provide customers with the service they want and help the company work more effectively and efficiently.

You are required to write a report for the organisation on its data management.The report should begin with an introduction to data management that includes a definition. It should identify some of the possible data management options available to marketers to operate proactively; discuss the contemporary issues in and around the area of data, and recognise the ethical and legal issues involved in using customer information they have stored for future marketing activity.

Assessment Component 2 – 50% weighting

The student will produce a research proposal that documents the design of an effective marketing research programme and reports on the findings (approximately 2,000 words).

Exemplar

In your role as Marketing Research Assistant you are required to write a report for an organisation that begins with an introduction covering a definition and brief discussion on marketing research, and includes a research proposal that investigates issues around a certain topic.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%

Practical	
TOTAL	**100%**

BIBLIOGRAPHY

Essential

Tapp, A (2013) Principles of Direct and Database Marketing, Harlow: Prentice Hall

Wilson, A (2011) Marketing Research: An Integrated Approach, Harlow: Pearson
Background Reading:

Recommended

Houdsen, M (2007) CIM Coursebook: Marketing Research and Information, Oxford: Butterworth Heinemann

Background

McGivern, Y (20013) The Practice of Market Research: An Introduction, London: Financial Times Press

Brace, I (2013) Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research, London: Kogan Page

Hurnby, C, Hunt, T and Phillips, T (2008) Scoring Points: How Tesco Continues to Win Customer Loyalty, London: Kogan Page

Journals

Information Age
Information Management Journal
Information & Management
Information Systems Management
Journal of Management Studies

Websites

http://www.caci.co.uk
http://cim.co.uk
http://dwinfocenter.org
http://mrs.org.uk
http://research-live.com
http://upmystreet.com

MODULE CODE: **M5X00859**
MODULE CODE: **SBUS5125**
TITLE: **Modern Languages for Professional Purposes**
DATED: **11/02/2014**

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

JACS CODE: **N190**

AIM(S)

- to communicate effectively in a Modern Foreign Language (either French OR Spanish OR Welsh) in both spoken and written forms within professional Business and Leisure contexts

- to comprehend written and spoken materials in the modern language within professional Business and Leisure contexts

LEARNING OUTCOMES

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

1. operate effectively in spoken language within set leisure and business contexts

2. understand the spoken language within a range of business and leisure scenarios

3. communicate effectively and accurately in the written language in a variety of professional and situations

4 understand a range of professional and practical texts written in the modern language

INDICATIVE CONTENT

- talking about yourself – greetings, introductions, age, family, interests, studies, qualifications, CV writing, applying for jobs

- business entertaining – ordering food and drink; offering food and drink; prices and dealing with bills

- in town – finding your way to a town; finding your way around town; reading tourist brochures about a town or area; leisure facilities; activities available within a leisure complex; dealing with injuries, calling for medical help.

- on the telephone – making/dealing with calls; arranging meetings and appointments – days, dates, times, future tense

- business and leisure travel – buying tickets and reservations for trains, planes, ferries; travelling by car and car hire; use of past tenses

- at the hotel, camp-site, leisure park – making and amending reservations; describing facilities; dealing with customer requests; calling a plumber electrician, gas man, fire brigade, ambulance, police

- at the office – finding your way around a building/to an office; describing building layout; jobs, roles, responsibilities; use of email, video conferencing; researching web-sites in the target language, discussing placement

LEARNING AND TEACHING STRATEGY

The students will be taught through a structured mix of learning activities aimed at developing increased competence and confidence in using the language. Language classes will include speaking in pairs / role-plays, language drills, aural comprehension exercises in the language laboratory, reading and grammatical explanations as appropriate. The target language will be used as much as possible within the class.

This module will be taught over the first two terms of the academic year only.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

The language will be assessed via two equally weighted assignments which will be undertaken at the end of each term.

Assessment Component 1 – 50%

Task 1: Speaking 30% - 10 minutes

a) You will participate in a conversation in the target language in pairs to discuss personal details, your studies, hobbies and interests and your friends and family. Then you will discuss your home town and its facilities.

b) Devise two role-play situations in the target language in which you are asking the way to various places around town.

No notes in the target language may be used.

Task 2: Written French/Spanish/Welsh 30% - 500 words

a) You are required to write a profile about yourself to include personal details, your studies and qualifications and any other personal information you may wish to add.

b) You are required to write a similar profile in the third person ("he", "she") about a friend.

c) Write about your home town – what it is like, and what facilities it has and possibly does not have.

d) You are asked to write a CV in the target language and a covering letter to apply for any job that would be of interest to you.

Task 3 - Listening 20%

You will hear various conversations of people buying food, drink and services in restaurants and bars, and need to indicate the details in each case.

Task 4 Reading Comprehension 20%

You will visit a website by Lyon Tourism, and will need to summarize its contents in English/Welsh under the given headings.

Assessment Component 2 – 50%

Task 1 Speaking 30% - 10 minutes

a) You will participate in a conversation in the target language in pairs to discuss your plans for the future in the Future tense – what you will do this evening, over the weekend, during the Easter vacation, what you will do for your placement (give details of what you will do in the Future tense) and what job you would like to do after graduating

b) You will participate in a conversation in which you discuss the past using the Past Tense(s) – what you did last night, over the weekend, what you did for Christmas, what you did last Summer, your studies in the past including what you have studied this year

c) Devise 2 role-play situations in the target language in which you are booking a business trip on the phone – you will need to hire a car, a flight to your destination and a train journey to your meeting-place. You will need to discuss dates, times, prices and make the bookings

No notes in the target language may be used.

Task 2 Written French/Spanish/Welsh - 30% - 500 words

a) You are required to write an account in the past tense of a recent visit that you made to a leisure facility. Describe how /when you travelled, what you did exactly, what you ate/drank etc.

b) Write an email in which you confirm your hotel booking. You have already booked a single, en suite room by telephone for three nights,
July 20th – 23rd 2014. Enquire about facilities at the hotel, about meal times and mention any dietary requirements you may have. You should invent all names and other details not in the brief.

c) Write a short description about a company within your pathway (Tourism, Business). You should describe what the company does; provide statistics about staff, turnover and any other relevant information about the company.

Task 3 Listening - 20%

You will hear various conversations where meetings are being arranged. You will need to indicate the details in each case.

You will hear various complaints being made by a customer about a hotel room. You need to note down the complaint in each case.

Task 4 Reading Comprehension - 20% 300 words

You need to visit the website of SNCF / RENFE / Trenau ARRIVA Cymru in the target language and summarise in English / Welsh the company's details.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Iglesias, EM & Jones, H (2014) En efectivo: Practical business Spanish, Routledge, London

Broady, E & Carpenter, C (1997) En route vers l'Europe: French for life, work and study Hodder & Stoughton, London

Davies, V & Jaspe, A (1994) Spanish for Leisure & Tourism Studies, Hodder & Stoughton, London

Noel, MF et al. (1993) French for Leisure & Tourism Studies, Hodder & Stoughton, London

Recommended

Fournier I. 2007, Talk French 1! BBC Publications

Longo A. 2007, Talk Spanish 1! BBC Publications

Meek E. 2006, Cwrs Mynediad, CBAC/WJEC

Purcell S. 2007. Talk French 2! BBC Publications

Mcleish I. 2007. Talk Spanish 2! BBC Publications

Stonelake M. 2006. Cwrs Sylfaen, CBAC/WJEC

Background

Oxford Hachette French Dictionary 2007 Oxford University Press

Oxford Spanish Dictionary 2005 Oxford University Press

Geiriadur yr Academi 2003 Gwasg Prifysgol Cymru/University of Wales Press

Collins Spurrell Welsh Dictionary 2006 Collins

Journals

Authentik en Français - Authentik Language Learning Resources Limited

Étincelle Authentik Language Learning Resources Limited

Authentik en Español Authentik Language Learning Resources Limited

La Cometa **-** Authentik Language Learning Resources Limited

Lingo Newydd Cyhoeddiadau Golwg

Golwg Cyhoeddiadau Golwg

Y Cymro Tindle Newspapers Limited

Websites

French
www.bbc.co.uk/languages/French
www.askoxford.com/languages/French
www.audible.co.uk/french

Spanish
www.bbc.co.uk/languages/spanish
www.askoxford.com/languages/Spanish
www.audible.co.uk/spanish

Welsh
www.bbc.co.uk/learnwelsh
www.cbac.co.uk
www.ylolfa.com

Intercultural
www.bristol.ac.uk/sociology/ethnicitycitizenship

MODULE CODE: **M5X00860**
MODULE CODE: **SBUS5126**
TITLE: **Operations Management and Quality**
DATED: **11/02/2014**

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

JACS CODE: **N210**

AIM(S)

- To develop an appreciation of the role of Operations Management and its place within organisations, both in the private and public sector

- To introduce students to proven analytical and creative techniques widely available for the solution of operational and quality problems, which will enable students to understand the operational and quality problems and the strategies needed to resolve such problems.

LEARNING OUTCOMES

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

1. Critically review operational and quality problem areas, selecting appropriate tools and techniques that will assist in finding solutions to such problems.

2. Analyse the importance and need for constant improvement to design of products/services/processes, quality, competitiveness and value.

3. Undertake a quality cost analysis and recommend appropriate strategies, and critically review the need for quality vigilance.

INDICATIVE CONTENT

- Modern Operations Management: objectives and role: the importance of quality, value and competitiveness.
- Inventory Management: role and nature of Inventory and its relevant costs. Modern and traditional approaches to inventory.
- Quality Management: role and importance of quality. Cost of quality. Total quality management. Quality circles. S.P.C.
- Planning Operations: Scheduling techniques including resource allocation.
- Improving Business Processes: Method Study and Work Measurement. Business Process Re-engineering

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Management Report - Evaluating the operational and quality issues based on a given case study. (2.500 words or equivalent).

Exemplar:

Produce a report to management, having undertaken a case study analysis in which you will be required to submit a critical appraisal of an organisation's operational and quality perspective, followed by a recommended plan of action. Aspects of the taught part of the course will be contained in the case study. Students will need to provide the equivalent of a 2,500 word piece of work.

Assessment Component 2 – 50%

Presentation: An overview of Operations and Quality Management.
(2,500 words or equivalent).

Exemplar:

Following further research into the subject of Operations and Quality Management, each student will negotiate with the tutor in session, a topic area to be studied in depth, with a view to giving a formal presentation to the rest of the group (of approximately 20 minutes) critically appraising the chosen topic. The presentation should address a number of issues, adopting a "costs v benefits" approach. On completion of the presentations, the tutor will summarise the findings and provide an overview of "the state of play".

Assessment Summary

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

BIBLIOGRAPHY

Essential

Slack N et al (2013) Operations Management, Pearson

Krajewski L Ritzman L (2009) Operations Management Prentice Hall

Recommended

Beckford R (2002) Quality, London: Routledge

Haksever, C and Render, B (2013) Service Management and Operations, London: Prentice Hall

Russell & Taylor (1999) Operations Management – Focussing on Quality and Competitiveness, New Jersey: Prentice Hall

Background

Russell & Taylor (1999) Operations Management – Focusing on Quality and Competitiveness, New Jersey: Prentice Hall

Seaver M (2003) Gower Handbook of Quality Management, London: Gower

Schneider, B and White, S (2004) Service Quality: Research Perspectives, London: Sage Publications

Journals

International Journal of Operations & Production Management
Management Science: journal of the Institute of Management Sciences
Journal of the Operational Research Society

Websites

http://accaglobal

www.cimaglobal.com

www.icaew.com

MODULE CODE: **M5X00861**
MODULE CODE: **SBUS5127**
TITLE: **Project Management**
DATED: **11/02/2014**

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

JACS CODE: **N213**

AIM(S)

To enable students to evaluate critically current and emerging project management methodologies and recognise how to apply them to real world situations.

LEARNING OUTCOMES

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

1. Identify and critically evaluate the appropriateness and limitations of the main project management methodologies
2. Apply concepts and principles of project management to a real world scenario and in so doing be able to make a successful contribution to any project environment.

INDICATIVE CONTENT

- Identifying the project lifecycle
- Developing a project methodology
- Aspects of PRINCE 2
- PMP
- Understanding projects and project management
- Exploring project management software options
- Gathering requirements
- Identifying deliverables and success criteria
- Creating a scope statement
- Identifying stakeholders
- Building a work breakdown structure
- Identifying resources
- Building a schedule
- Creating a risk management plan
- Developing a change management plan
- Understanding team dynamics
- Gathering data
- Evaluating project schedule and cost performance
- Documenting lessons learned
- Closing contracts, accounts, and transitioning

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assignment 1 (outcome 1) will be assessed via one coursework assignment. Students will have to evaluate the appropriateness of a project management methodology in a real world scenario. Students will have to produce a written report of 2,000 words.

Assessment Component 1 – 50%

Written Report (2,000 words)

Exemplar

You have been assigned as a project manager to a new software development project. The software is new and innovative and some functionality is unclear, however a working project must be delivered in 6 months. Write a report to management detailing your recommendations and approach to managing this project.

Assessment Component 2 – 50%

Written Report (2,000 words)

Assignment 2 (outcome 2) will be assessed via one coursework assignment. Students will be encouraged to self-select (with some negotiation) an appropriate project to research. The student will produce a report using a project management methodology of their choice

Exemplar

With some negotiation with your tutor you will plan a small project. Using one recognised project management methodology you will need to produce a full project report. (2,000 words)

Assessment Summary

Activity type	Percentage

Written exam	
Coursework	100%
Practical	
TOTAL	**100%**

BIBLIOGRAPHY

Essential

Hedeman, B. & Seegers, R. (2009), PRINCE2 Edition 2009: A Pocket Guide (Prince2: A Pocket Guide) Van Haren Publishing: NL

Murray-Webster & Simon (2006) Starting Out in Project Management: A Study Guide for the APM Introductory Certificate in Project Management, 2nd Ed., Association for Project Management (APM): Beds

Recommended

Highsmith, J. (2009) Agile Project Management: Creating Innovative Products, 2nd Ed., Addison-Wesley Professional

Maylor, H.(2010), Project Management, 4th Ed., Prentice Hall

OGC (2009) An introduction to PRINCE2: managing and directing successful projects, HMSO: London

PMI (2013) The Guide to the Project Management Body of Knowledge (PMBoK), 5th Ed., PMI

Background

Burke, R. (2013), Project Management Planning and Control Techniques, 5th ed. Wiley: West Sussex

Mantel, Meredith, Shafer, Sutton (2013), Project Management in Practice, 4th Ed., Wiley: West Sussex

Journals

International Journal of Project Management

Websites

http://www.apm.org.uk

https://www.pmi.org.uk

MODULE CODE: **M5X00862**
MODULE CODE: **SBUS5128**
TITLE: **Public Sector Accounting**
DATED: **11/02/2014**

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

JACS CODE: **N100**

AIM(S)

This module aims to build on previous financial accounting studies and introduce the student to the differences between public and private sector accounting and reporting. It will engage the student in the special features, laws, guidelines, standards and methods of financial accounting/reporting and accountability in public sector organisations.

LEARNING OUTCOMES

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

1. Demonstrate a critical understanding of the legal, social and professional background to public sector accounting, including the processes and mechanisms of public accountability.

2. Identify and describe differences in emphasis and accounting treatment between public and private organisations, with a view to understanding the implications of differing organisational objectives on accounting policies adopted.

3. Explain, discuss and evaluate the role and purpose of financial and other information utilised in the public sector performance, sustainability and accountability.

INDICATIVE CONTENT

- Introducing the special features and environment in which public organisations operate.
- Development and discussion of the legal, social and professional framework.
- Discuss the differences between fund and entity accounting/ reporting.
- Examination of the form, content and historical development of financial statements and reporting in the public sector.
- Comparison of the requirements and financial reporting policies/laws/ guidelines impinging on private organisations.
- Examination of the requirements/accountability of differing users between public and private organisations.
- Discussion, and critical evaluation of the historic approach to capital accounting in the public sector in comparison with the commercial sector.
- Development of an understanding and critical evaluation of the processes and practices adopted by both the public and private sectors to organisational performance assessment, sustainability and accountability.
- Referencing convention (e.g. the Harvard System)

LEARNING AND TEACHING STRATEGY

Issues relating to the concepts and principles associated with the examination and evaluation of financial reporting and accountability in public and private organisations are delivered during weekly keynote lectures.

Discussion and research of actual practices and principles adopted by various organisations will be examined and explored in tutorials, and which will form the basis of debate and critical review.

Students will be expected to consolidate topics by further private reading and research, from essential/background reading, journals and examination of organisational websites containing the relevant accounting and reporting information.

There is opportunity for the students to be given a dedicated week to conduct the research task during 'industry week' (normally during February). This would allow students to immerse themselves in the task without the distractions of other classes.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Assignment 1 (outcome one and two):

An essay of 2000 words (50% weighting) enabling the student to discuss and evaluate the aims, legal, social and professional framework relating to the production of public sector accounts in comparison with the private/commercial sector, together with the differences in emphasis and accounting treatment, . incorporating:

1. Describe the accounting needs and objectives of public sector organisations and how these might differ from those pertaining in the private sector.

2. Highlight and discuss the philosophical and historical reasons for the difference in approach to accounting in the public and private sectors.

3. Compare the laws, regulations and guidelines relating to private sector commercial organisations with a public sector organisation of your choice.

4. Discuss what the influences of 1 and 2 above have on the format, style and accounting policies of public sector financial reports, and comment upon their effectiveness.

5. Compare and contrast the role of the auditor of public and private organisations.

Assessment Component 2 – 50%

An essay of 2000 words (50% weighting) incorporating:

- A critical discussion/evaluation/comparison of techniques, processes and practices related to public sector performance, sustainability and accountability adopted by public and private organisations.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Jones R and Pendlebury M (2010) Public Sector Accounting 6th Ed., Harlow: Financial Times, Prentice Hall

Recommended

Michael H, Granof, Penelope S, Wardlow. (2007)
Core Concepts of Government and Not for Profit Accounting, 2nd. Ed**:** Wiley

Ruppel. W (2009) Government Accounting Made Easy, 2nd Ed, London: Wiley

Coombs H.M and Jenkins D.E. (2002) Public Sector Financial Management
3rd Ed. Oxford :Thomson Learning.

Freeman. R.J and Shoulders C.D (2002) Governmental Accounting Made Easy,
7th Ed. Harlow :Prentice Hall.

Background

Audit Commission (2005) Code of Practice for Local Government Bodies,
Portsmouth : Holbrooks Printers

Accounting Standards Board :Statement of Principles for Financial Reporting: Proposed Interpretation for Public Benefit Entities. ASB, London (2005)

IFAC (2013) Handbook of International Public Sector Accounting Pronouncements Vol 1&2 available IFAC (International Federation of Accountants) website.

Journals

Accountancy Age

Public Finance

Financial Management

Local Government Chronicle

Public Money and Management

Websites

www.nao.gov.uk

www.audit-commission.gov.uk

www.cipfa.org.uk

www.publicfinance.co.uk

www.accaglobal.com

www.cimaglobal.com

MODULE CODE: **M5X00863**
MODULE CODE: **SBUS5129**
TITLE: **Sales and Personal Selling**
DATED: **11/02/2014**

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

JACS CODE: **N520**

AIM(S)

This module will provide students with an understanding of the key issues in the personal selling process and a range of aspects of the management of professional sales people. It will allow the student to develop an understanding of the skills necessary for successful selling, how a sales team functions, how it can be developed for maximum effectiveness and the range of issues faced by senior sales managers. The module will allow students to develop and improve interpersonal and communication skills through role-plays and sales interviews.

LEARNING OUTCOMES

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

1. Analyse the personal selling process and the key skills necessary for successful selling.

2. Critically evaluate key sales management tasks of salesperson selection, recruitment, motivation, organisation and evaluation.

INDICATIVE CONTENT

- Introduction to Sales and Personal Selling - The sales function - Changes in the professional selling environment - The role of selling within a marketing framework - The role of the sales force in 21st century marketing.

- Learning Selling Skills - Communication, verbal and non-verbal - sales techniques, preparing for the sales meeting, personal selling skills.

- The Buying Process - Understanding purchasing motivations and buyer types - consumer and organisational buyer behaviour.

- The Personal Selling Process - Finding and qualifying prospects, making presentations, dealing with objections, closing the sale.

- Sales Management - Recruitment, Motivation, Compensation, Training, Leadership, Organisation, Relationship Selling, Key Account Management;

- Differing Sales Environments - selling for resale, selling services, public relations, exhibitions, trade fairs, sponsorships and other sales opportunities - the role and value

of promotional techniques within the sales operation, direct marketing.

- Internet/IT Inputs to Sales and Sales Management - the importance of building and sustaining sources of database management information.

- Ethical Issues in Sales Management - Ethics, Social Responsibility, Legal issues in selling.

- Sales Forecasting - Qualitative and quantitative methods.

LEARNING AND TEACHING STRATEGY

Traditional and student-centred learning strategies will be employed to ensure a balance of theory and practice. A mix, therefore, of lectures, seminars, tutorials and workshops will be utilized to allow both a didactic and interactive learning experience for the student. Issues relating to the concepts, theories and techniques associated with sales and personal selling are suited to delivery during weekly lectures.

Lectures will introduce the ideas and will allow students to engage in discussion on the application of these ideas to practical situations. However, for the further exploration of these topics and their application to real life practical, pathway specific situations and case studies, tutorials, seminars and workshops are the most appropriate strategy. In tutorials and workshops, students will work in groups and expand discussions in areas that are relevant to the opportunities and ideas that have been developed.

Seminar presentations will be required, related to key areas of the syllabus. During tutorials and workshops, students will also have the opportunity and encouragement to apply the relevant issues to the given case organisation, and gain individual, formative feedback regarding them.

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

Assessment Component 1 – 50%

Practical – Project (equivalent to 2000 words maximum)

Assessment component 1 (learning outcome 1) requires the student to work as an individual to produce a project that analyses the personal selling process and the key skills necessary for successful selling (Items to be negotiated with the lecturer might include viral marketing, guerrilla marketing, new media/we 2.0 technologies such as blogs, podcasts, wikis). The project should include a 'Personal Reflection' and should incorporate into the discussions what has been learnt from the process, what models/theories were employed and an evaluation of the implications for the organisation involved.

Exemplar

PART 1 Project

Your task is to

1. Produce a project that analyses the important qualities of salespeople that an organisation should take into account when recruiting and

2. Produce a short personal reflection on your experiences in producing your project.

All students will meet with the module tutor individually to discuss their ideas for the project, and to negotiate and agree on an appropriate format for their project. Students will agree with the tutor the most appropriate format for their project. Possible formats might include a report, proposal, planning document, project plan, PowerPoint presentation/pitch, web based portfolio or primary research project.

Your project details and format must be agreed with your tutor, and you should complete a project proposal sheet. Additional marks will be awarded for the creativity and professionalism of your project's presentation and the quality of your research and referencing.

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

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

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

Part 2 Personal Reflection

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

The personal reflection (approx. 250 words) should describe their approach to the project, evaluate their own performance, and consider what they have learned and/or what they might do differently in undertaking future projects.

Assessment Component 2 – 50%

Coursework - Report (2000 words maximum)

Assessment component 2 (learning outcome 2) requires the student to work as an individual to research, write and structure a report that critically evaluates a key sales management task of salesperson selection, recruitment, motivation, organisation or evaluation. The report will require synthesis of theoretical material and its practical application within the context of a given case organisation.

Exemplar

Key sales management task – organisation.

Analyses the key issues that could assist the sales management of an organisation in the creation of enhanced and sustainable relationships in key accounts. Critically evaluates the use of key account management for an organisation.

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

Jobber, D & Lancaster, G (2012) Selling and Sales Management, Harlow: Prentice Hall

Recommended

Brassington, F & Pettitt, S (2010) Principles of Marketing, Harlow: Prentice Hall
Blythe, J (2004) Sales and Key Account Management, London: Thomson learning

Cheverton, P (2010) Key Account Management: Tools and Techniques for Achieving Profitable Key Supplier Status, London: Kogan Page

Background

Hill, L and O'Sullivan, T (2006) Foundation Marketing, London: Prentice Hall

Manning, G L and Reece, B L (2014) Selling Today: Partnering to Create Value, London: Pearson

Stewart, G (2000) Successful Sales Management, London: Prentice Hall

Journals

European Journal of Marketing

Harvard Business Review

Journal of Business Research

Journal of Marketing

Journal of Marketing Communications

Journal of Personal Selling and Sales Management

Marketing

Marketing Week

Websites

http://www.booksites.net

http://www.cim.co.uk

http://www.cim.co.uk/knowledgehub

http://www.connectedinmarketing.com

http://cyberatlas.internet.com

http://www.emarketer.com

http://marketing.haynet.com

http://www.marketresearch.org.uk

www.shapetheagenda.co.uk

MODULE CODE: **M5X00864**
MODULE CODE: **SBUS5130**
TITLE: **Skills for Managing**
DATED: **11/02/2014**

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

JACS CODE: **N600**

AIM(S)

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

LEARNING OUTCOMES

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

1. Analyse and evaluate the necessary skills and roles of managers in employee performance, change, conflict, team and stakeholder management

2. Evaluate and apply theories and models of high performance, motivation, influencing, communication and persuasion

INDICATIVE CONTENT

- Managing roles – evaluate and analyse different roles available to managers and the skills required in each

- Managing Employee performance– understand key drivers of employee performance and factors that affect these including role of line manager in this, and how this contribute to organisational performance E.g. Purcell's AMO model

- Managing change – evaluate the nature of change, change frameworks and theories and barriers and drivers of change

- Managing Conflict – learn and apply theories and models of conflict management on interpersonal and group levels

- Managing Communication – understand and apply techniques and theories related to using communication for persuasion, influence and engagement - framing, questioning, probing, confirming; presenting information; influencing and persuading
- Managing stakeholders – evaluate stakeholder management frameworks and models and how they work on an interpersonal and organisational level. Analyse skills required for successful stakeholder influencing.

- Managing teams – evaluate and apply theories and models of team building, team maintenance and high performing teams including remote and virtual.

LEARNING AND TEACHING STRATEGY

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

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

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

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

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

The student will be required to take part in a simulated team event that will include practising all the key roles and skills covered in the module. The event will give them a scenario that

has to be planned for and managed. After the simulation each student will write a skills development plan. Assessment will be based on a combination of peer feedback, tutor observation and the development plan.

Assessment Component 2 – 50%

The student will be required write a report for an organisation that is considering implementing a management skills development programme. The student will be given instructions including the nature of the organisation and its sector and be expected to write a consultancy report highlighting the most important skills to be developed and justifying these choices with evidence from the module.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Armstrong, M, (2012) Armstrong's handbook of management and leadership: developing effective people skills for better leadership and management, Kogan Page, London

Rees, D, and Porter, C (2008) The Skills of Management (6th edition), Cengage Learning, London

Recommended

Armstrong, M, (2013) How to Manage People, Kogan Page, London

Gallagher, K. (2010), Skills Development for Business and Management students: Study and Employability, Open University Press, Oxford

Background

Gold, J, Thorpe, R, and Mumford, A (2010) Leadership and Management Development (5th Edition) CIPD, London

Marchington, M. and Wilkinson, A. (2012) Human resource management at work. 5th ed. London: Chartered Institute of Personnel and Development.

Schneider, S and Barsoux, J-L, (2003) Managing across cultures, FT Prentice Hall, London

Taylor, S. and Woodhams, C. (2012) Managing People and Organisations. London: Chartered Institute of Personnel and Development

Journals

Human Resource Management Journal

Available at: www.cipd.co.uk/journals

IDS HR Studies (Incomes Data Services)

People Management

Available at: www.cipd.co.uk/pm

Personnel Review

Websites

www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)

https://www.i-l-m.com/
Website of Institute of Leadership and Management

MODULE CODE: **M5X00865**
MODULE CODE: **SBUS5131**
TITLE: **Stakeholder Marketing**
DATED: **11/02/2014**

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

JACS CODE: **N500**

AIM(S)

- Assess the relative importance of the different stakeholder groups and consider the relationships and their influence and impact on the organisation.
- Explain the significance of the range of pressure groups as key stakeholders interested in the organisation and their potential impacts upon market orientated organisations
- Specify the role of marketing in managing these pressure groups effectively

LEARNING OUTCOMES

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

1. Identify the range of stakeholders, their needs, and relative importance
2. Critically analyse their influence and impact on the organisation
3. Analyse the role of the marketing department in dealing with stakeholders

INDICATIVE CONTENT

- Stakeholder analysis
- Explaining the variety of relationship networks that exist and how to analyse these in order to determine their impact on the organisation and how a management strategy can be determined
- Explaining, with a range of examples, the difference between sectional and causal pressure groups and their impacts e.g., Fair Trade
- Changes in marketing communications campaign to inform customers and ensure that a positive impact is created, which should impact positively upon the long term reputation of the organisation.
- Discuss the shift from transactional marketing to relationship marketing (RM) and how this approach can facilitate customer loyalty, and build trust and commitment from stakeholders.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and workshops will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. A variety of teaching strategies will be used to develop understanding and application of the techniques, e.g. case studies

featuring organisations across different business sectors, video clips, podcasts, internet research exercises, discussion forums, guest speakers etc.
The allocation of teaching to deliver the module is:

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

ASSESSMENT – 100% Coursework

Assessment Component 1

This is one assessment with the learning outcomes designed to help students propose and structure a stakeholder analysis and communications plan. Although it is expected students will demonstrate synthesis of theoretical material together with deployment of appropriate analytical frameworks and concepts, the final outcome for the student should be a stakeholder communications plan fit for implementation and suitable to demonstrate practical application of this process to any future employer.

(100% weighting approx.4000 words).

Exemplar:

Students might be given a case study beforehand or might select an organisation of their choice. As a marketing consultant they have been hired by the marketing director to a) to review how the organisation might identify and consider the needs of its various stakeholders and b) to develop a stakeholder communications plan with clear objectives.

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

BIBLIOGRAPHY

Recommended

Egan, J. (2011) Relationship Marketing: exploring relationship strategies in marketing, FT/Prentice Hall

Bruhn, M. (2002) Relationship Marketing, Management of Customer Relationships, FT/Prentice Hall

Buttle, F. (1996) Relationship Marketing: Theory and Practice, Paul Chapman

Peck, H et al (1999) Relationship Marketing: Strategy and Implementation. Butterworth-Heinemann

Ford, D. (2011) Managing Business Relationships John Wiley & Sons

Gummerson, E. (2008) Total Relationship Marketing, Butterworth- Heinemann

Christopher, M (1993) Relationship Marketing: Creating Stakeholder Value, Butterworth-Heinemann

Payne, A et al (1995) Relationship Marketing for Competitive Advantage, Butterworth-Heinemann

O'Connor, J & Galvin, E. (2001) Marketing in the Digital Age FT-Prentice Hall
Egan, J (2007) Marketing Communications, Thomson Learning

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

Egan, J. (2001/04) Relationship Marketing: exploring relationship strategies in marketing, FT/Prentice Hall
Bruhn, M. (2003) Relationship Marketing, Management of Customer Relationships, FT/Prentice Hall

Buttle, F. (1997) Relationship Marketing: Theory and Practice, Paul Chapman
Peck, H et al (1997) Relationship Marketing: Strategy and Implementation. Butterworth-Heinemann

Ford, D. (1998) Managing Business Relationships John Wiley & Sons

Gummerson, E. (1999) Total Relationship Marketing, Butterworth- Heinemann

Christopher, M (1993) Relationship Marketing, Butterworth-Heinemann

Payne, A et al (1995) Relationship Marketing for Competitive Advantage, Butterworth-Heinemann

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Egan, J (2007) Marketing Communications, Thomson Learning

Jobber D (5th Ed.) Principles and Practice of Marketing, McGraw Hill

Journals

Journal of Services Marketing

European Journal of Marketing

Journal of Marketing

Journal of Consumer Behaviour

Websites

http://www.mycustomer.com/library/index.html

www.cim.co.uk

www.tesco.com

www.waterstones.com

www.bp.com

www.vodaphone.com

www.dti.gov.uk

www.acsi.com

www.innocentdrinks.co.uk

www.virgin.com

www.manutd.com

www.cadbury.co.uk

www.easyjet.com

www.pizzaexpress.com

www.malmaison.com

www.barclays.co.uk

www.onlinecommunityreport.com

MODULE CODE:	**M5X00866**
MODULE CODE:	**SBUS5132**
TITLE:	**Study Module (International Independent Study Module) (Business and Management)**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**40**
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

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

1. Undertake an appropriate range of courses whilst abroad on an approved student exchange
2. Engage critically with all aspects of the chosen courses
3. Demonstrate an appropriate understanding of the chosen agreed areas of study
4. Independently evaluate alternative approaches to their subject area as evidenced abroad
5. Evaluate and reflect critically upon their own contribution to the study abroad experience
6. Organisation 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 completed the formal 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-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 tasks to be completed during the Study Abroad (e.g. Membership of appropriate societies, clubs, teams etc.)
- Details of an additional assessment tasks which could be deemed necessary to fulfil the Aims of the Programme of Study. These agreed additional assessment tasks 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 tasks, 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 Study Abroad
- A date for the final submission of work

Study Abroad Phase

During the 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 Study Abroad, is kept and brought back to University of Wales Trinity Saint David following the Study Abroad. These must be represented to the Head of School and final marks will be agreed as per the arrangements in the Academic Quality Handbook.

ASSESSMENT

Coursework 100% (as per the Individual Learning Agreement)

- This will include the associated assessments for each course studied at the host institution but could include additional assessment tasks (as previously agreed in the Individual Learning Agreement)

Full details to be agreed and signed off by the Head of School on the Formal Agreement.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	

Practical	100%
TOTAL	**100%**

BIBLIOGRAPHY

Full details to be agreed and signed off by Head of School via International course outlines and approved additional assignments and activities.

MODULE CODE: **M5X00867**
MODULE CODE: **SBUS5133**
TITLE: **Sustainable Employability and Empowerment Skills**
DATED: **11/02/2014**

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

JACS CODE: **N900**

AIM(S)

In line with the Government and QAA's focus on employability this module aims to develop students' skills and appreciation in preparation for an applied internship, sandwich placement or graduate employment. The module is supported by a range of approved key employers in the UK and internationally who are committed to developing cutting edge and sustained employability and empowerment skills.

This module is individually focused to meet the personal and career needs of the students as well as the programme aims and objectives. The module is also closely linked to the QAA and NCWE placement guidelines, and the UWTSD Skills Passport.

LEARNING OUTCOMES

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

1. Successfully consider a range of industry opportunities in order to apply and secure a relevant position within their chosen sector
2. Appreciate from an individual and organisational stance the employability and empowerment agenda and the skills required to enhance sustainable employment.
3. Identify opportunities for personal and professional development in terms of specific learning outcome whilst appreciating empowerment strategies.

INDICATIVE CONTENT

- Preparation: To include CV writing, interview skills, qualification audits, training needs analysis, development planning and key skills to evaluate career goals and in order to be able to secure an appropriate placement, internship or graduate position to meet personal and professional needs and the programme aims and objectives.
- Sustainable Employment; Gain an appreciation of the skills required to secure sustainable employment which will include personal branding, as well as organisational strategies utilised by for recruitment and training focusing on core competencies, quality selection processes, induction training, guest service skills, personal development and cultural values.
- Empowerment Strategies; Provide an in depth understanding and appreciation of cutting edge empowerment strategies including the School of Horst, corporate cultures, guest service, responsibility training, quality and performance issues from both from an organisational and employment perspective.

LEARNING AND TEACHING STRATEGY

Pre placement preparation will take the form of lectures designed to inform the students about potential placement, internship and graduate opportunities and prepare them for the application process and experience. This will include specialist CV writing, application and interview skills which will focus on core competencies and key skills evidence. These will then be developed in more depth via group and individual tutorials.

An industry week will be organised for students where a wide range of placement employers from the UK and overseas will come to the University present to the students as well as industry visits. Presentations will be designed so that even if students are not interested in applying they will gain valuable industry and employability knowledge. The students will then be given the opportunity where appropriate to attend interviews and selection sessions. This is all part of the overall learning experience.

Lectures will focus on employability skills which will include sustainable strategies and empowerment theories in order to develop both the student's skills and knowledge.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Evidence of Learning Outcomes will be in the form of a structured mix of pre placement assignments

Assessment Component 1 – 80%

Outcome 1 and 2 will be achieved by students preparing a Development Plan and Portfolio. The Development Plan will include a placement rationale, CV, career and qualifications audit, personal placement action plan, time management plan, training needs analysis, job description, risk assessment, organisational training contract, placement aims and objectives and measurable learning outcomes. This will be supported by an organisational research portfolio which will provide detailed background information and research into an employment organisation including their mission statement, culture and values, policies and procedures, financial statements, industry issues and trends in preparation for placement.

Assessment Component 2 – 20%

Outcome 2 and 3 will be achieved through the student completing an e-learning based development record, which will review their employment experience allowing them to reflect upon their skills development and consider issues of sustainability and empowerment within industry. This may be submitted via pebblepad, and may include a video record of their placement experience.

Assessment Summary

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

BIBLIOGRAPHY

Essential

NCWE, 2005 Work based Learning: Code of Practice, NCWE, London
QAA, 2008 Placement Learning code of Practice, QAA, London
Trigwell K, 1998 Work based Learning, Kogan Page, London

Background

ASET, 2005, Placement Code of Practice, ASET, Sheffield
Bowes, G & Harvey, L, 2004 Impact of Sandwich Education, UCE, Coventry
CRA, 2002 Personal Development Planning, CRA, London
Kolb D A, 1994 Experiential Learning, Prentice Hall, New Jersey
LTSN, 2008 Employability Skills, LTSN, Oxford
NCWE, 2008 Enhancing Employability, Univ. UK & NCWE, London
NCWE, 2008 Student Placement Pack, NCWE, London

Journals

LTSN – Link
Prospects – Work based Learning

MODULE CODE:	**M5X00868**
MODULE CODE:	**SBUS5134**
TITLE:	**Taxation**
DATED:	**11/02/2014**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**N330**

AIM(S)

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

LEARNING OUTCOMES

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

1. Compute the national insurance and tax liabilities for business and individuals.

2. Review tax planning strategies which minimise /defer tax liability by identifying /applying relevant exemptions, reliefs and allowances.

3. Evaluate current Revenue Law issues using decided cases.

INDICATIVE CONTENT

- **Corporation Tax**
  Scope. Accounting profits. Chargeable profits. Trading income. Income from property. Income from non-trading loans. Miscellaneous income. Franked investment income. Charitable donations. Loan relationships. Capital allowances. Corporate chargeable gains. Self-assessment system. Computation and payment of the corporation tax liability. Corporation tax losses.

- **Income Tax and National Insurance**
  Introduction to the UK tax system. Income tax computation. Personal allowances. Payments and gifts eligible for tax relief. Income from property. Income from savings and investments. Income from employment. Income from self-employment. Trading losses. Pension contributions. Capital allowances. Payment of income tax, interest and penalties. National Insurance contributions.

- **Capital Gains Tax**
  Scope. Computation of gains and losses. Chattels and wasting assets. Shares. Principal private residence. Reliefs.

- **Tax planning**
  Minimisation of overall tax liability by careful tax planning
  Miscellaneous.
  Value Added Tax. Inheritance tax.

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 30%

Group presentation. Students will form groups and select a topical taxation issue for investigation and analysis. The result of the group research will be presented to class peers and staff as a group presentation.

Assessment Component 2 – 70%

Students will be assessed by one 3 hour examination.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Melville A, (2013) Taxation, Harlow: Financial Times , Prentice Hall

Recommended

(2013) British Tax Guides, London :CCH
- Income Tax
- Corporation Tax
- Value Added Tax
- National Insurance Contributions
- Capital Gains Tax

Whitehouse (2003) Revenue Law – Principles and Practice, London: Butterworths

Background

James SR (2013) The Economics of Taxation 2013-14, Harlow: Financial Times, Prentice Hall

Morse G and Williams D, (2004) Davies: Principles of Tax Law, London: Thomson, Sweet and Maxwell

Journals

Taxation

Tax Adviser

Websites

http://www.taxationjournal.co.uk

http://www.tax.org.ukhttp://www.tax.org.uk

http://www.att.org.uk

MODULE CODE: **M5X00869**
MODULE CODE: **SBUS5135**
TITLE: **The Human Resource Professional**
DATED: **11/02/2014**

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

JACS CODE: **N600**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples to ensure application of knowledge to real world examples and case studies. Students will be encouraged to explore the application of HRM

concepts to a wide variety of organisations by reviewing case study material, organisational profiles, documentary clips, guest speakers and the extensive CIPD material available. They will also be encouraged to analyse and develop their own skills and behaviours in relation to expectations of an HR professional through psychometric assessments, self-analysis and scenario planning.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%
Case study. Response to questions related to a case study and the module learning outcomes (2000 words)

Exemplar:

The case study concerns details of a company who seek to employ a new HR adviser. Students will be asked to answer the questions as if they are applying for the post.

Answer the following questions in relation to the case study:

1. Explain what you think it means to conduct yourself as a 'professional', not just generally but with specific reference to 'professionalism' within the HR function.
2. In this company we expect every employee, and we do mean every employee, to be a 'thinking performer'. So if you were to join us we would expect you to exhibit the characteristics of a 'thinking performer' yourself. Explain what in your opinion the concept means and why it is a model which should be applied to every employee.
3. Show how you could exemplify the principles of 'professionalism' and the practices of a 'thinking performer' in your everyday actions as an HR Advisor. Take two typical scenarios in which you might expect to become involved as an HR Advisor and indicate how you could act professionally and as a thinking performer in these situations.
4. You will have gathered that our business places enormous importance on continuous improvement, not just corporately but also for everyone in our workforce. We need to know, therefore, that you will be strongly committed to CPD – not just in terms of your everyday rhetoric but in terms of your everyday behaviour. Your responses to these questions about CPD will therefore be crucial:
    - What are the purposes behind CPD? Why has CPD become an essential part of the professional's toolkit when 20 years ago or more it was not?
    - What are your own top three development needs in relation to you current strengths/weaknesses and career aspirations?
    - What actions are you taking in order to satisfy these development needs, taking account of your own preferred learning styles?

- How will you reflect on your performance against the plan?

Assessment Component 2 – 50%

Project proposal. Written proposal for a research project to review a current HR issue (2000) words

Exemplar:
You are required to develop a proposal for a research project for an organisation of your choice and that you are familiar with.

The proposal should include:

- a brief description of the research project and issue under investigation and an analysis of good practice in relation to this issue
- identification of the key stakeholders and why and how they might be interested in or affected by this study
- the key sources of secondary research and an evaluation of their contribution to the study
- the key methods of collecting primary data and their relative strengths and weaknesses
- an outline of how you might present the findings in order to persuade stakeholders to act on the results.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Taylor, S. and Woodhams, C. (2012) Studying Human Resource Management. London: Chartered Institute of Personnel and Development.

Recommended

Marchington, M. and Wilkinson, A. (2012) Human resource management at work. 5th ed. London: Chartered Institute of Personnel and Development.

Friedman, A. (2012) Continuing professional development: lifelong learning of millions. London: Routledge.

Horn, R. (2009) The business skills handbook. London: Chartered Institute of Personnel and Development.

Gallagher, K. (2013) Skills development for business and management students: study and employability. Oxford: Oxford University Press.

Murton, A,. Inman, M., O'Sullivan, N. (2010) Unlocking Human Resource Management, Hodder Education.

Journals

People Management
Available at www.cipd.co.uk/pm

Personnel Today
Available at www.personneltoday.com

Human Resource Management Journal
Available at: www.cipd.co.uk/journals

International Journal of Human Resource Management
Available at: www.cipd.co.uk/journals

Online resources

Chartered Institute of Personnel and Development (2012) Employee communication [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z

Chartered Institute of Personnel and Development. (2013) Identifying learning and talent development needs [online]. Factsheet. London: CIPD. Available at: www.cipd.co.uk/hr-resources/a-z

Websites

www.cipd.co.uk/cpd - Continuing professional development (CPD) information on the website of the Chartered Institute of Personnel and Development (CIPD).

www.cipd.co.uk/hr-topics/performance-management.aspx
Links to the CIPD's top resources on performance appraisal and feedback in general, including factsheets, surveys, research, books and more

www.customerserviceglobal.com - website of Customer 1st International.

www.instituteofcustomerservice.com - website of the Institute of Customer Service.

www.gov.uk/government/organisations/departmentforbusiness-innovation-skills - website for the UK government Department for Business, Innovation & Skills
www.ukces.org.uk

Website of the UK Commission for Employment and Skills

MODULE CODE: **M5X00805**
MODULE CODE: **SBUS5136**
TITLE: **The Legal Framework**
DATED: **11/02/2014**

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

JACS CODE: **N190**

AIM(S)

- To introduce the major areas of employment legislation and the employment law system, focusing in particular on ways in which day-to-day HR activities are subjected to some form of regulation

- To provide an overview, rather than to focus in detail on the operation of specific employment laws, for those who need to understand and be able to evaluate emerging developments in the management of the employment relationship in local and international jurisdictions. The module will also consider the impact of health and safety at work, the law of tort and its impact in the workplace and other legislation that impacts the safety of the working environment.

LEARNING OUTCOMES

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

1. Demonstrate a working knowledge of relevant legislation and the legal process including the relationship between legislation and HR policies and practices.

2. Discuss professional issues in relation to legal and ethical powers and responsibilities in the context of HR management. Identify understand and analyse key legal issues within the provision HRM in appropriate settings in regards to recruitment, reward, development grievance and dismissal of staff

INDICATIVE CONTENT

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

- Transfer of Undertakings
- Disciplinary, Dismissal and Grievance Procedures
- Redundancy
- Wrongful and unfair dismissal
- Trade Unions and Industrial Relations
- Health and Safety at Work
- Vicarious Liability and Negligence

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Structured essay (50% weighting, approximately 2,000 words)

- Working in groups produce a 15 minute presentation and 1000 word seminar paper demonstrating an understanding of the concepts related the legislative process and relationship between laws and HR policies

Assessment Component 2 – 50%

Report (50% weighting, approximately 2,000 words)

- Write a structured report on how laws, ethics, policies and practices are incorporated within HRM in organisations.

- Use relevant case studies and practices to support the report.

Assessment Summary

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

BIBLIOGRAPHY

Essential

Emir 2012 Selwyn's Law of Employment 17th edition Oxford Press

R. Painter & A. Holmes 2012 Cases and Materials on Employment Law Ninth Edition Oxford Press

Recommended

I. Smith & A. Baker 2013 Smith & Wood's Employment Law

Eleventh Edition Oxford

S. Honeyball 2012 Honeyball and Bowers' Textbook on Employment Law Twelfth Edition Oxford

S. Honeyball 2011 Great Debates in Employment Law Palgrave Macmillan

D. J Lockton 2011 Employment Law 8th edition Palgrave Macmillan

Journals

Employment Law Journal

Industrial Law Journal

International journal of comparative labour law & industrial relations

New Law Journal

Websites

www.cipd.co.uk

www.acas.org.uk

www.gov.uk/browse/working

MODULE CODE: **M5X00870**
MODULE CODE: **SBUS5137**
TITLE: **The Marketing Environment**
DATED: **11/02/2014**

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

JACS CODE: **N500**

AIM(S)

- To examine the key elements of both the internal and external environments considered in the context of the organisation
- To introduce the process of the marketing audit and associated analytical tools available

LEARNING OUTCOMES

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

1. To evaluate the external marketing environment and its impact on the organisation in sustaining competitive advantage

2. To analyse different aspects of the internal marketing environment, taking into consideration the challenges faced by organisations in developing and delivering customer value

INDICATIVE CONTENT

Strengths and weaknesses of small/medium and large/global organisations in the context of the marketing environment:

Business/local focus versus global focus (e.g. standardisation versus adaptation):

- Strengths and weaknesses
- Objectives
- Resources
- PESTEL
- Shareholders
- Stakeholders
- Intellectual property

Characteristics of the internal environment:

- Resource capability and competency
- Internal politics and key internal drivers
- Identifying stakeholder needs and managing stakeholder power and interest

Evaluation of the stakeholders in the micro environment:

- Customers
- Competitors
- Suppliers
- Distributors

The importance of continuous marketing research:

- Product/service portfolio analysis - a systematic way to analyse the products and services of an organisation
- Developing relationships with stakeholders, partners, pressure groups, consumer groups etc through traditional and digital communications
- Competition for customers
- Consumer protection legislation

Evaluate the different types and sources of information:

- Company reports
- Relevant government departments, Central Office of Statistics Office, Research organisations, for example, Dunn and Bradstreet, MINTEL, etc
- Industry journals and online sources including

Competitor identification:

- Competitor strengths and weaknesses
- Competitor strategies
- Competitor response patterns (tactics)
- Key success factors
- Company capability profiling

LEARNING AND TEACHING STRATEGY

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

A variety of teaching strategies will be used to develop understanding and application of the techniques, e.g. case studies featuring organisations across different business sectors, video clips, podcasts, internet research exercises, discussion forums, guest speakers etc.

The allocation of teaching to deliver the module is:

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

ASSESSMENT COMPONENT 1

Exemplar

The assessment is designed to assess students' understanding of the marketing environment andits and its effect on the organisation. Following a typical structure that might be used for a marketing audit and assuming a given role/case study scenario, students will be expected to conduct a detailed analysis of the external and internal environment of an organisation, taking into cons ideration factors which might help the organisation differentiate itself from the competition for sustainable future competitive advantage.

Part One of this assessment will involve a practical demonstration of research conducted for this assessment and identification of the key market trends influencing the external and internal environment in which the chosen organisation operates. Students will be given the choice of how they communicate their research.

Word count: **1,000 words**

Weighting for Part One: 25%

Part Two of this assessment will be an individually written report of the detailed analysis undertaken, identification of the key factors influencing the marketing environment and recommendations for how the organisation might respond to current changes in the environment.

Word count: max. **3,000 words**.

Weighting for Part Two: 75%

Assessment Summary

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

BIBLIOGRAPHY

Recommended

Palmer, A. and Hartley, B. (2011) The business environment. 7th Ed. Maidenhead,

Case studies

Business in the Community CSR case studies. Available at: http://www.bitc.org.uk/resources/case_studies/index.html

Guardian (2012) Bonfire of the quangos: the victims. The Guardian, 22 August. Available at: http://www.guardian.co.uk/politics/2012/aug/22/bonfire-quangos-victims-list (accessed 18 September 2012)

Anon (N.D.) Primark: Beyond corporate social responsibility. A Times 100 Business Case Study. Available at: http://businesscasestudies.co.uk/reed-elsevier/corporate-responsibility-and-stakeholders/introduction.html (accessed 18 September 2012)

Anon (N.D.) First Group – managing external influences. A times 100 Business Case Study. Available at: http://businesscasestudies.co.uk/first-group/managing-external-influences/introduction.html (accessed 18 September 2012)

Anon (N.D.) Portakabin – analysing business growth opportunities with Ansoff's matrix. A Times 100 Business Case Study. Available at: http://businesscasestudies.co.uk/portakabin/achieving-growth-through-product-development/ansoffs-matrix.html (accessed 18 September 2012)

Websites

Information on current competition inquiries. www.competition-commission.org.uk

The Department for Business Innovation and Skills (formerly BERR and DTI) – reports on various sectors of the UK market http://www.bis.gov.uk/

The UK's Intellectual Property Office – advice on managing and protecting intellectual property http://www.ipo.gov.uk

Advice for consumers and businesses on current UK trading standards legislation http://www.tradingstandards.gov.uk

Dun and Bradstreet – understanding sectors through Standard Industrial Classifications http://www.dnb.com/company/our-data/what-are-sic-and-naics.html

World Trade Organisation www.wto.org

The International Competition Network www.internationalcompetitionnetwork.org
British Franchising Association – about franchising.
http://www.thebfa.org/about-franchising

CNN world business news http://edition.cnn.com/BUSINESS/
Business and marketing news, abstracts and articles www.mckinseyquarterly.com
http://www.competition-commission.org.uk/our-work/directory-of-all-inquiries

Forum for the Future – a non-profit organisation working globally on sustainability
http://www.forumforthefuture.org/

Level 6 Modules

MODULE CODE: **M6X00806**
MODULE CODE: **SBUS6100**
TITLE: **Accounting for Sustainability and the Environment**
DATED: **11/02/2014**

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

JACS CODE: **N400**

AIM(S)

- To develop an appreciation of the role accounting can play in developing a business framework which supports sustainability and the environment; techniques which can be used, useful applications and limitations of the methodology.

- To assess and evaluate the component parts of the business world, identifying exemplar organisations which adopt and embrace the sustainability ethos as part of their business strategy;

LEARNING OUTCOMES

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

1. Understand and evaluate the importance of Accounting for sustainability and the environment, agenda, attitudes and actions, costs associated with "greening the organisation".

2. Select and apply appropriate accounting and financial appraisal methods and techniques to specific business related situations.

3. Produce a business report based on the results of an appraisal of business related scenario, using financial criteria associated with sustainability and the environment.

INDICATIVE CONTENT

- Accounting and the control of costs; energy, waste, packing and recycling, environmental audit, etc.

- Investment, Budgeting and Appraisal; Environment at the heart of the Accounting and Financial systems

- Life cycle analysis and assessment, product life cycle costing

- Greening of Finance; bank lending, insurance and ethical / environmental investment

- External auditing and reporting – financial and non-financial criteria, ethical and social audits

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Management Report - Evaluating the financial implications of adopting a "green" agenda**.** (2000 words or equivalent).

Exemplar:

Evaluate relevant approaches to sustainability

Produce a business report evaluating the financial implications of adopting a "green" agenda for an organisation (of the student's choice) in the current economic environment. Students will be asked to assess the impact of the green agenda on the financial viability of an organisation, applying appropriate analytical models/ techniques.

Assessment Component 2 – 50%

Presentation: An overview of sustainability – a global review.
(2000 words or equivalent).
Exemplar:

Following further research into the subject of sustainability, each student will negotiate with the tutor in session 10, a case study based around the policies adopted by a specific country and then give a formal presentation to the rest of the group (of approximately 20 minutes) critically appraising the policies of the chosen country. The presentation should address a number of sustainability related issues adopting a "costs v benefits" approach. On completion of the presentations, the tutor will summarise the findings and provide an overview of "the state of play".

Assessment Summary

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

BIBLIOGRAPHY

Essential

Blowfield, M. (2012) Business and Sustainability, OUP, Oxford

Gray R. (2001) Accounting for the Environment, ACCA/ Paul Chapman

Staub-Bisang M. (2012) Sustainable Investing for Institutional Investors, Wiley Finance

Recommended

CPSL (2011) A journey of a thousand miles: The state of sustainability leadership in 2011, Cambridge Programme for Sustainable Leadership, Cambridge

Elkington, J. & Hartigan, P. (2010) The power of unreasonable people: How social entrepreneurs create markets that change the world, Harvard Business School Press, London

Husted, B.W. & Allen, D.B. (2010) Corporate social strategy: stakeholder engagement and competitive advantage, Cambridge University Press, Cambridge

Lebel, L., Lorek, S. & Daniel, R. (2010) Sustainable production consumption systems:, Springer Verlag, Berlin

Sullivan R. (2011) Valuing corporate social responsibility: How do investors really use corporate responsibility information?, Greenleaf Publishing, Sheffield

Background

Collier, P. (2011) The Plundered Planet: How to reconcile prosperity with nature, Allen Lane, London

Frank, R.H. (2012) The Darwin economy: Liberty, competition and the common good, Princeton University Press, Princeton, NJ

Kaletsky, A. (2011) Capitalism 4.0: The birth of a new economy, Bloomsbury, London

MacKay, D.J.C. (2008) Sustainable energy- without hot air, UIT, Cambridge

Seitanidi, M.M. (2010) The politics of partnerships: A critical examination of non-profit-business partnerships, Springer, Dordrecht

Journals

Futures

Business and Society Review

Corporate Governance

Strategy and Business

Ethical Consumer

Journal of Corporate Citizenship

Social Entrepreneurship

International Society for Sustainability Professionals

Websites

http://accaglobal

www.cimaglobal.com

www.icaew.com

http://sustain.wisconsin.edu/degrees-and-certificates/bachelors-certificate/

http:/ research@ethicalcorp.com/

http://www.commondreams.org/

http://www.neweconomictheory.org/

http://www.peri.umass.edu/

http://www.sustecweb.co.uk/

http://ineteconomics.org/net/video/playlist/conference/bretton-woods/O

MODULE CODE: **M6X00873**
MODULE CODE: **SBUS6101**
TITLE: **Contemporary Human Resources in Practice**
DATED: **11/02/2014**

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

JACS CODE: **N600**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

- Strategic formulation in HRM and the need for competitive advantage. Theoretical perspectives of strategic human resource management – best fit, best practice, the resource based view and human capital/social capital. Human resource strategy and sustainable performance. Labour market strategies. Globalisation: quality, diversity and culture. Strategic implementation: Issues and problems.

- The role of HRM in improving organisational performance. The need for high performance management. The contribution and roles of participants in the performance management process i.e. human resource specialists, line managers, team members and individual employees.

- The continual performance management cycle. Linking individual and team performance to organisational performance e.g. the balanced scorecard. The contribution of the performance management process to promoting challenges, capability and recognising and rewarding talent. Involving line managers in the high performance management journey in building a high performance culture and customer value. The link between performance management and employee wellbeing.

- The development of high performance work organisations (HPWOs) in the UK and internationally. How HPW can contribute to the achievement of organisational objectives e.g. productivity, profit, innovation, labour turnover, employee and customer satisfaction, etc. Barriers to sustaining HPWOs.

- High-commitment management, high-involvement management, flexible production systems and innovative work systems. The cognitive, affective and behavioural dimensions of employee engagement. The connections between employee engagement, social responsibility, change management and knowledge management. The problems of developing sustainably high levels of workforce engagement. The emergence of employee engagement as a key priority for HPWOs. The role of employee engagement as a route to sustainable, strategic, reputational and competitive excellence.

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

Assessment Component 1 – 50%

Written. Essay. 2,000 words.
Using appropriate theoretical frameworks the student will provide a systematic analysis of a contemporary strategic HR issue e.g. employee engagement.

Assessment Component 2 – 50%

Coursework: Business report. 2,000 words.

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

Recommended

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

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

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

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

Background

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

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

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

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

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

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

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

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

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

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

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

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

Journals

Personnel Review

Human Resource Management Journal

British Journal of Industrial Relations

International Journal of Human Resource Management

Journal of Management Studies

Strategic Management Journal

Websites

cipd.co.uk

MODULE CODE: **M6X00874**
MODULE CODE: **SBUS6102**
TITLE: **Contemporary Issues in Marketing Management**
DATED: **11/02/2014**

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

JACS CODE: **N590**

AIM(S)

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

LEARNING OUTCOMES

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

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

1. Critically evaluate a range of key emerging themes and make an assessment of their significance for a specific sector or industry.

2. Propose strategic responses, which reflect contemporary practice and demonstrate creativity, to the key emerging themes judged to have the greatest potential impact on a specific sector.

INDICATIVE CONTENT

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

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

LEARNING AND TEACHING STRATEGY

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

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

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

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

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

The allocation of teaching to deliver the module is:

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

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

Assessment Component 1 – 50%

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

Exemplar

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

Your answer should complete the following tasks:

1. Define and explain the following terms in your own words, but with supporting evidence from credible academic sources:

    - Social Media
    - Viral Marketing

2. Critically analyse the 'SPIN' framework presented in the article with reference to relevant academic literature and industry examples.
3. Evaluate the impact of social media and viral marketing on stakeholders in the film industry using evidence from a range of appropriate sources and examples to support your argument.
4. Present your conclusions on how managers within the industry will need to respond to these issues, providing justification for your recommendations.

Assessment Component 2 – 50%

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

Exemplar

Your tasks for this assignment are to:

1. produce a project which recommends an appropriate strategic response for the toys and games industry to one of the emerging themes discussed in the course, and;

2. produce a short personal reflection on your experiences in producing your project.

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

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

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

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

PART 1 Project

Your project should:

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

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

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

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

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

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

PART 2 Personal Reflection

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

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

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

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

Tadajewski, M. & Brownlie, D. (2008) Critical Marketing: Issues in Contemporary Marketing, Chichester: John Wiley and Sons ltd

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

Recommended

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

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

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

Background

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

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

Journals

Futurist

International Journal of Technology Management

Journal of Consumer Marketing

Journal of Marketing Management

Journal of Macromarketing

Strategic Direction

Websites

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

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

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

JACS CODE: **N100**

AIM(S)

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

LEARNING OUTCOMES

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

1. Apply and critically evaluate the relevant theoretical framework and models of governance and responsibility.

2. Demonstrate the application of judgement and values through an ethical framework that is in the best interests of society.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

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

Assessment Component 2 – 50%

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

Padgett C (2012) Corporate Governance Basingstoke: Palgrave Macmillan

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

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

Recommended

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

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

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

Background

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

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

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

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

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

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

Journals

Corporate Governance

International Journal of Corporate Governance

International Journal of Disclosure and Governance

Journal of Management and Governance

Business and Professional Ethics

Business Ethics – A European Review

Business Ethics Quarterly

Journal of Business Ethics

Websites

www.bsr.orgwww.business-ethics.com

www.ethics.org/etwork

www.ethics.ubc.ca

www.etnor.org/eben

www.gci.org.uk

MODULE CODE: **M6X00875**
MODULE CODE: **SBUS6104**
TITLE: **Contemporary Themes in e-Business**
DATED: **11/02/2014**

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

JACS CODE: **N100**

AIM(S)

To enable students to evaluate critically the current and emerging e-Business themes or applications, and recognise that the effective and innovative management of contemporary e-Business systems can create and help sustain competitive advantage

LEARNING OUTCOMES

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

1. Demonstrate a systematic understanding of current and emerging e-Business themes or applications and the impact of their use in organisations
2. Evaluate critically the issues associated with the management of contemporary e-Business systems and their use for gaining competitive advantage.

INDICATIVE CONTENT

- The distinction between e-Business and e-Commerce, classifying e-businesses, ingredients and types of e-Business models.
- Stages of development, drivers and inhibitors to e-business, models to assess the e-environment and identify where e-Business can exploit opportunities and counter threats.
- The integration of e-strategy with business strategy (alignment and impact). Innovative uses of e-Business to help achieve business objectives and competitive advantage.
- Contemporary applications and themes of e-Business and the drivers and challenges involved in their implementation. For example: enterprise systems such as enterprise resource planning (ERP), supply chain management (SCM), customer relationship management (CRM), e-Marketing, e-HRM/e-Recruitment & Selection, e-Procurement, e-Learning, e-Government, mobile commerce, data warehousing and data mining, mobile computing, technologies such as VoIP, RFID, electronic data interchange (EDI), social media/web 2.0 technologies such as podcasts, wikis, blogs, social networks, ubiquitous computing, cloud computing.
- Security, privacy and ethical issues in e-Business. Issues such as cybercrime, problems of regulation and jurisdiction, data protection, intellectual property, security, biometrics, privacy, trust.
- Managing technological change: the impact on people due to the implementation of e-Business.

LEARNING AND TEACHING STRATEGY

The conceptual, theoretical issues are suited to delivery during weekly lectures. However, 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	50	25%
Independent learning	150	75%
Placement learning		
TOTAL	**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 e-Business 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 2,000 words).

Assessment Component 1 – 50%

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

Exemplar:

With some negotiation, you will choose a contemporary e-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.

A Pecha Kucha (PK) is a fast paced “presentation” style in which a limited number of slides are shown in a fixed amount of time and where the slides automatically progress at a set increment.

You will be allocated a slot as part of the programme to deliver your PK. Your presentation will be loaded onto a PC which will play the (up to 9) slides, moving on at 45 second intervals. There will then be 2.5 minutes for up to 2 questions. If there are fewer than 9 screens then the resulting saved time can be used for more questions if they be forthcoming.

You may produce the PK using either PowerPoint or a web-based equivalent such as Slideshare, Google Docs, or Slide Rocket, provided this has been set to process at 45 second intervals. It is important that each “slide” is capable of being “talked to” in 45 seconds and that you have rehearsed your presentation so that it fits in with the enforced time regime.

It is compulsory to have a hand-out to support your PK. This should be no longer than 2 sides of A4, but provide sufficient detail to enhance your presentation and provide the reader with appropriate references to allow them to investigate the subject further should they wish.

Assessment Component 2 – 50%

Written Report (2000 words).

Assignment 2 (outcome 2) requires that the student produces a report documenting the evaluation of the issues associated with the management of contemporary e-Business systems and their use for gaining competitive advantage. The evaluation will require synthesis of theoretical material and its practical application within the context of a given case organisation (50% weighting, approximately 2,000 words).

Exemplar:

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%**

BIBLIOGRAPHY

Essential

Chaffey, D. (2011) E-Business and E-Commerce Management: Strategy, Implementation and Practice, 5th Edition, Pearson: Harlow

Laudon, K.C. & Traver, C.G. (2013) E-Commerce: business, technology, society, 9th Edition, Pearson: New Jersey, USA

Recommended

Beynon-Davies, P. (2012) E-business, 2nd Ed. Palgrave Macmillan: Basingstoke

Background

Applegate, L.M., Austin, R.D. & McFarlan, F.W. (2008) Corporate Information Strategy and Management, 8th Ed., McGraw-Hill: NY

Bocij, B., Greasley, A. & Hickie, S. (2008) Business Information Systems: Technology, Development and Management for the E-Business, 4th Ed. Pearson: Harlow.

Jelassi, T. & Enders, A. (2008) Strategies for e-Business: Creating Value through Electronic and Mobile Commerce, 2nd Ed., Pearson: Harlow

Reynolds, J. (2009) E-Business: A Management Perspective, Open University Press: Oxford.

Journals

International Journal of Electronic Commerce

International Journal of E-Business Strategy Management

International Journal of Electronic Commerce & Business Media

ACM Transactions on Information Systems

Information Age

Websites

http://www.itwales.com

http://www.silicon.com

http;//zdnetweek.co.uk

http://www.cbronline.com

http://www.econsultancy.com

http://www.clickz.com

MODULE CODE: **M6X00877**
MODULE CODE: **SBUS6105**
TITLE: **Corporate Reporting and Social Responsibility**
DATED: **11/02/2014**

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

JACS CODE: **N422**

AIM(S)

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

LEARNING OUTCOMES

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

1. Prepare the financial statements of groups of entities in accordance with relevant accounting standards.

2. Appraise the financial performance and position of entities.

3. Evaluate and discuss the application of various accounting standards.

4. Critically review the impact of environmental, social and ethical factors on performance measurement.

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 30%

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

Assessment Component 2 – 70%

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

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

Recommended

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

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

Blake J (2000) Accounting Standards London: Pitman

Background

Gray R (2001) Accounting for the Environment Chapman Hall

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

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

Journals

Accountancy

Accountancy Age

Accounting and Business Research – e access

British Accounting Review

The Financial Times

Websites

www.accaglobal.com

www.cimaglobal.com

www.icaew.co.uk

www.cipfa.org.uk

www.asb.co.uk

MODULE CODE:	**M3X9080**
MODULE CODE:	**SBUS6106**
TITLE:	**Critical Perspectives on Management**
DATED:	**11/02/2014**
LEVEL:	**6**
CREDITS:	**20**
JACS CODE:	**N200**

AIM

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

LEARNING OUTCOMES

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

1. Evaluate critical approaches when studying management theory and practice.

2. Judge objectively the differences between mainstream and critical theories of management and develop critical or ethical assessments of concepts underpinning management theory.

3. Analyse problems arising in a select number of contemporary management/organizational topics and themes including, but not limited to, bureaucracy and post bureaucracy, scientific management, team working and ethical decision making and argue coherently for acceptable solutions.

4. Critically review normative and positive decision-making tools integrating ethical perspectives into other corporate objectives. Contrast US, European and Developing World perspectives of Corporate Social Responsibility (CSR).

INDICATIVE CONTENT

- The scope for critical perspectives. The contribution of critical theory to research on management and the management practitioner. The challenge to conventional management education and development from radical, alternative and evolving schools. The systems/control orthodoxy vs. process relational perspective.

- Management entity, process and concept views. Management and insecurity, identity, power, inequality, knowledge and freedom. Critical management.

- Critical perspectives in the workplace. Analysis of management in terms of its social, moral and political significance. Challenging conventional views on motivation, teamwork, bureaucracy, scientific management, management behaviour and misbehaviours, counterproductive behaviours at work, power and politics in organisations.

- Corporate Social Responsibility. Agency theory - stakeholders and the firm. Different perspectives of social responsibility.

- Theories of business power, the managerial revolution, mechanisms of corporate control, corporate governance and managerial capitalism v state capitalism etc. Application to private, public and Not-For-Profit organizations.

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

LEARNING AND TEACHING STRATEGY

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

Allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Management Report (2000 words).

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

Exemplar:

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

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

Assessment Component 2 – 50%

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

Exemplar:

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

Background

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

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

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

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

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

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

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

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

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

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

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

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

Journals:

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

Websites

www.bsr.org

www.business-ethics.com

www.ethics.org/etwork

www.ethics.ubc.ca

www.etnor.org/eben

www.gci.org.uk

MODULE CODE: **M6X00878**
MODULE CODE: **SBUS6107**
TITLE: **Delivering Customer Value**
DATED: **11/02/2014**

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

JACS CODE: **N500**

AIM(S)

- To develop a marketing communications strategy and plans that contribute to the attainment of key business and marketing objectives whilst delivering customer value

- To assess the importance of channel management and the factors that will determine and influence choice of channel management strategy to ensure delivery of customer value

- To analyse customer service expectations in different organisational contexts and develop solutions to deliver high levels of service to customers in different segments

LEARNING OUTCOMES

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

1. To develop an effective and innovative communications strategy which clearly delivers an organisation's overall value proposition in line with its marketing strategies and objectives through effective segmentation and targeting of internal and external markets

2. To develop and implement an effective and efficient channel management strategy that reflects the needs of all key stakeholders and considers the impact of the external environment

INDICATIVE CONTENT

- Product management's role in delivering customer value
- The rationale for managing and planning product portfolios for different market segments
- Managing product profitability, product life cycle, BCG Matrix, General Electric Model
- Developing brand strategies and building brand value, culture and innovation
- International and global brands with consideration given to Standardisation vs Adaptation
- Positioning strategies and pricing strategies - customer perceptions
- Different types of distribution channels including international together with distribution strategies and the internal factors influencing channel strategy

- Intermediaries and competitors distribution channels as well as customer channel requirements
- Role of marketing communications in achieving competitive advantage through development of stakeholder relationships
- Internal marketing as a key tool to deliver customer service excellence
- Developing a marketing communications plan taking an integrative approach to the marketing communications mix
- Developing an appropriate marketing mix to reinforce commitment to customer service
- Customer service expectations and managing customer relationships
- The role of customer service commitments and key account management in different contexts
- Use and value of managing information

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and workshops will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. A variety of teaching strategies will be used to develop understanding and application of the techniques, e.g. case studies featuring organisations across different business sectors, video clips, podcasts, internet research exercises, discussion forums, guest speakers etc.

The allocation of teaching to deliver the module is:

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

ASSESSMENT COMPONENT 1 – 100% Coursework

This is one assessment with the learning outcomes designed to help students propose and structure a marketing communications plan giving key consideration to a channel management and customer service strategy which delivers value. Although it is expected students will demonstrate synthesis of theoretical material together with deployment of appropriate analytical frameworks and concepts, the final outcome for the student should be a marketing communications plan fit for implementation and suitable to demonstrate practical application of this process to any future employer.

(100% weighting approx. 4000 words).

Exemplar:

Students might be given a case study beforehand or might select an organisation of their choice. As a marketing consultant they have been hired by the marketing director to a) to review how the organisation might need to adapt the marketing mix to deliver better value to its customers and b) to develop a marketing communications plan with clear objectives. It is expected that the latter will focus on sustaining competitive advantage whilst driving value through customer service utilising appropriate distribution channels.

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

BIBLIOGRAPHY

Recommended

Jobber D., (2012); *The Principles of Marketing* 7th ed. Maidenhead. McGraw-Hill
Smith, P. R., Ze Zook (2011) *Marketing Communications: Integrating offline and online with social media* 5th ed. London. Kogan Page

Journals & Articles

Morgan, N.A. and Rego, L.L.(2009) Brand Portfolio Strategy and Firm Performance. *Journal of Marketing*, Jan., Vol.73 (1), pp59-74. Available on Ebsco.

Holt, D.B., Quelch, J.A. and Taylor, E.L. (2004) How global brands compete. Harvard Business Review, Vol, 82(9), pp68-75. Available on Ebsco.

Baker, W.L., Marn, V. and Zawada, C. C. (2010) Do you have a long-term strategy? McKinsey Quarterly (online). Available at: https://www.mckinseyquarterly.com/Marketing/Pricing (Register for free).

Farquhar, J.D. and Panther, T. (2007), The more the merrier? An exploratory study into managing channels in UK financial services. *International Review of Retail, Distribution & Consumer Research*, Vol. 17(1), pp43-62

Sharma, R. (2008) The 6 principles of stakeholder engagement. Supply Chain Management Review, Oct., Vol 12(7), pp50-57. Available on Ebsco

Hughes, G. and Fill, C. (2007) Redefining the nature and format of the marketing communications mix. *Marketing Review*, Spring, Vol 7(1), pp45-57. Available on Ebsco.

Achenbaum, A. A. and Mitchell, F. K. (1987) Pulling away from push marketing. *Harvard Business Review,* Vol 65(3), pp38-40. Available on Ebsco.

Kitchen, P. J., Kim, I., Schultz, D. E. (2008) Integrated marketing communications: practice leads theory. *Journal of Advertising Research*, Vol 48(4), pp531-546. Available on Ebsco.

Yip, G. and Bink, J.M. (2007) Managing global accounts. *Harvard Business Review*, September, Vol 85(9), pp102-111. Available on Ebsco.

Rowley, J. and Haynes, L. (2005) Customer relationship management: the Matalan Way. *Marketing Review*, Summer, Vol 5(2), pp175-187. Available on Ebsco.

Websites

Chartered Institute of Marketing – Marketing resources: http://www.cim.co.uk/marketingresources

The Product Development and Management Association

http://www.pdma.org

The Marketing Society http://www.marketing-society.org.uk

Association of International Product Marketing & Management
http://www.aipmm.com/html/newsletter/article.php

The Chartered Institute of Purchasing and Supply http://www.cips.org

Advertising Standards Authority http://www.asa.org.uk

The Advertising Archives
http://www.adverisingarchives.co.uk/gallery_indexpage.php

OFCOM (Office of Communications) http://www.ofcom.org.uk

Office of Fair Trading http://www.oft.gov.uk

Trading Standards http://www.tradingstandards.gov.uk

Institute of Customer Service http://www.instituteofcustomerservice.com

Customer Service Excellence http://www.cse.cabinetoffice.gov.uk

Customer Contact Association http://www.cca.org.uk

MODULE CODE:	**M3X9083**
MODULE CODE:	**SBUS6108**
TITLE:	**Dissertation**
DATED:	**11/02/2014**
LEVEL:	**6**
CREDITS:	**40**
JACS CODE:	**N190**

AIM(S)

- The dissertation provides an opportunity for students to produce a substantial body of work which has been instigated, developed and produced as a consequence of their own initiative. The dissertation normally arises from individual interest or from a professional internship period, but will require the student to undertake an independent research investigation.

- In this context it will also aim to allow the student to apply a range of analytical skills and techniques and to develop research based skills by undertaking structured and methodical research.

LEARNING OUTCOMES

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

1. Develop a suitable and appropriate research proposal.

2. Appraise critically the literature pertaining to a problem domain.

3. Evaluate, select and apply relevant research techniques in both primary and secondary fields.

4. Analyse rigorously the evidence gathered.

5. Generate and justify appropriate conclusions based on the previous analyses, demonstrating awareness of the limitations of the research.

6. Produce an organised and structured document that adheres to academic convention.

INDICATIVE CONTENT

- Developing and structuring a research proposal: problem identification, formulating aims/hypotheses, sampling, ethical issues and the practicalities of design.

- Research principles and approaches (e.g. the research process, purpose, sources of data including primary/secondary research, quantitative/qualitative data, objective/hypothesis formation, reliability, validity, generalisability)

- Research design strategies, (e.g. action research, experiments, surveys, case studies, ethnography), their advantages and limitations, and their suitability to a variety of research contexts.

- Data collection & sampling methods (e.g. interviews, questionnaires, observation), and their advantages and limitations in a variety of contexts.

- Data analysis of both qualitative and quantitative information, including the use of appropriate computer software, e.g. SPSS, Survey Monkey.

- Development of documentation for academic dissertations.

- Subject-specific content as required.

LEARNING AND TEACHING STRATEGY

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

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

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

The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning	40	10%
Independent learning	360	90%
Placement learning		
TOTAL	**400**	**100%**

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

Assessment Component 1 – 10%

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

Exemplar

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

1. INTRODUCTION TO THE PROPOSED RESEARCH

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

2. RESEARCH METHODS

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

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

3. RESOURCES & PLANNING

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

Assessment Component 2 – 90%

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

Exemplar titles

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

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

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

Recommended

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

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

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

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

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

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

Background

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

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

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

Journals

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

Websites

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

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

bubl.ac.uk/LINK/r/researchmethods.htm

www.esrcsocietytoday.ac.uk/.../research/ResearchMethods/

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

MODULE CODE: **M6X00879**
MODULE CODE: **SBUS6109**
TITLE: **Employment Relations and Reward**
DATED: **11/02/2014**

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

JACS CODE: **N611**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

Assessment Component 1 – 50%

Coursework: Case Study. 2,000 words.
Using appropriate theoretical frameworks the student will provide a systematic analysis of a contemporary scenario of organisational conflict e.g. individual or collective dispute, and provide appropriate recommendations for resolution.

Assessment Component 2 – 50%

Coursework: Business report. 2,000 words.

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

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

Recommended

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

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

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Journals:

British Journal of Industrial Relations
Employee Relations
Industrial Relations Journal
Industrial Relations Review and Report
Oxford Review of Economic Policy
The Political Quarterly
Incomes Data Service Publications

Websites

e-reward.com
cipd.co.uk

MODULE CODE: **M3X9086**
MODULE CODE: **SBUS6110**
TITLE: **Global Marketing Strategy**
DATED: **11/02/2014**

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

JACS CODE: **N550**

AIM(S)

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

LEARNING OUTCOMES

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

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

1. Appraise possible strategies for entering international markets with a view to justifying selection within organisations.

2. Compose an organisation's "best fit" marketing mix for entry into international markets within the constraints and contexts of differing cultures.

INDICATIVE CONTENT

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

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

LEARNING AND TEACHING STRATEGY

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

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

Assessment Component 1 – 50%

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

Exemplar

Your Role

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

TASKS

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

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

Assessment Component 2 – 50%

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

Exemplar

Your Role

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

TASKS

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

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

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

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

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

Recommended

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

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

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

Background

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

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

Journals

European Journal of Marketing

International Marketing Review

International Journal of Marketing Research

Journal of Cross Cultural Society

Journal of Marketing

Websites

http://bbc.co.uk/business

http://www.cim.co.uk

http://clickz.com

http://globaledge.msu.edu

http://mckinseyquaterly.com

MODULE CODE: **M3X9089**
MODULE CODE: **SBUS6111**
TITLE: **International Business Communications**
DATED: **11/02/2014**

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

JACS CODE: **N120**

AIM(S)

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

LEARNING OUTCOMES

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

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

INDICATIVE CONTENT

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

LEARNING AND TEACHING STRATEGY

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

Allocations of teaching to deliver the module are:

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

ASSESSMENT

Assessment Component 1 – 50%

TASK 1 - PRESENTATION - 15 minutes

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

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

TASK 2 – a report on the presentation - 500 words

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

Assessment Component 2 –50%

TASK 1 Essay- 1 500 words

A written essay on an IBC theme.

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

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

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

Recommended

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

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

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

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

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

Background

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

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

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

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

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

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

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

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

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

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

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

Journals

Asia Pacific Journal of Management

Cross Cultural Management

Business Communications Quarterly

Intercultural and International Business Communications Journal

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

Journal of Business communications

Websites

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

http://www.businesscommunication.org/

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

http://www.iabcwashington.org/

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

http://www.cyborlink.com/besite/united_kingdom.htm

http://www.hse.fi/EN/education/programs/p_16/ibc/minor/

MODULE CODE:	**M6X00880**
MODULE CODE:	**SBUS6112**
TITLE:	**International Entrepreneurship**
DATED:	**11/02/2014**
LEVEL:	**6**
CREDITS:	**20**
JACS CODE:	**N120**

AIM(S)

- To provide a review of global differences in relation to the opportunities and challenges facing entrepreneurs around the world: cultural, social, economic and political influences and how entrepreneurial activities differ in these different contexts.
- To develop a critical understanding about the processes of international entrepreneurship.

LEARNING OUTCOMES

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

1. Recognise the cultural, social, economic and political factors that shape entrepreneurs and the entrepreneurial environment across the world.

2. Understand the prerequisites and processes for entrepreneurial success in different parts of the world.

3. Critically review and evaluate the process of international and global entrepreneurship.

INDICATIVE CONTENT

In all parts of this module there will be a recognition that entrepreneurship extends beyond the business world, and reference will be made to social, community and environmental entrepreneurship.

- Scope and context of international entrepreneurship
- Political, economic, social and cultural factors and their relationship with entrepreneurship
- Challenges and opportunities facing entrepreneurs planning an internationalisation strategy
- Born Globals and International New Ventures
- Gender and ethnicity factors in global entrepreneurship
- International models of entrepreneurship
- The nature of entrepreneurship in “factor-driven economies”, “efficiency-driven economies” and “innovation-driven economies” (Porter et al., 2002)
- Entrepreneurship in Europe: patterns, priorities and opportunities
- Western perspectives of entrepreneurship
- Entrepreneurship in Asia: contrasts and similarities
- African approaches to entrepreneurship
- Ethics and social responsibility for entrepreneurs: a global perspective

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

Assessment Component 1 – 60%

Exemplar: Dossier assignment (3,500 words)
A dossier of information about entrepreneurial policies and strategies in 5 contrasting global locations. A report style narrative critically linking this dossier information to theoretical perspectives of entrepreneurship.

Assessment Component 2 – 40%

Exemplar: Presentation (15 minutes)

New opportunities for entrepreneurs in ... (student choice of two contrasting countries)

Assessment Summary

Activity type	**Percentage**
Coursework	60%
Practical	40%
Written Exam	
TOTAL	**100%**

BIBLIOGRAPHY

Essential

Hisrich R D (2012) International Entrepreneurship: Starting, Developing and Managing a Global Venture. Sage, London.

Roper, S. (2012) Entrepreneurship: A Global Perspective. Oxford, Routledge.

Zucchella A & Scabini P (2007) International Entrepreneurship. Basingstoke, Palgrave Macmillan.

Recommended

Agmon T and Drobnick R (1994) Small Firms in Global competition. 1st Edition. Oxford University.

Cha, V., & Lien, J. (2013) Asia's Entrepreneurs: Dilemmas, Risks and Opportunities. Oxford, Routledge.

Chell E (2001) Entrepreneurship: Globalisation, Innovation and Development. Thomson Learning.

Chen M. (2013) Tiger Girls: Women and Enterprise in the People's Republic of China. Oxford, Routledge.

De Bruin, A. & Dupuis, A. (2003) Entrepreneurship: New Perspectives in a Global Age. Ashgate Publishing Limited.

Kayed, R.N., & Hassan M. K. (2013) Islamic Entrepreneurship. Oxford, Routledge.

McNaughton R B & Bell J D eds. (2009) Entrepreneurship and Globalisation. FIVE Volumes:

- Vol 1: Small Business Exporting: Adoption of Innovation
- Vol 2: From Exporting to Internationalisation
- Vol 3: Rapid Internationalisation and International New Ventures
- Vol 4: International Entrepreneurship
- Vol 5: Future Directions

Sage, London.

Mitra J (2011) Entrepreneurship, Innovation and Regional Development: An introduction. Oxford: Routledge.

Morrison A (1998) Entrepreneurship: An International perspective. Butterworth Heinemann, Oxford.

Robinson J, Mair J & Hockerts K (2008) International perspectives on social entrepreneurship. Basingstoke: Palgrave, Macmillan.

Taplin R., ed. (2013) Innovation and Business Partnering in Japan, Europe and the United States. Oxford, Routledge.

Background

Amaeshi, K.,, Nnodim P., & Onyeda O. (2013) Corporate Social Responsibility, Entrepreneurship and Innovation. Oxford, Routledge

Journals

Entrepreneurship: Theory & Practice

European Journal of Innovation Management

International Journal of Entrepreneurial Behaviour and Research

International Small Business Journal

Journal of Business Venturing

Journal of Entrepreneurship

Journal of Small Business and Entrepreneurship Development

Journal of Small Business Management

Websites

http://www.gemconsortium.org/

http://www.internationalentrepreneurship.com/

MODULE CODE:	**M6X00881**
MODULE CODE:	**SBUS6113**
TITLE:	**International Financial Management**
DATED:	**11/02/2014**
LEVEL:	**6**
CREDITS:	**20**
JACS CODE:	**N340**

AIM(S)

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

LEARNING OUTCOMES

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

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

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

INDICATIVE CONTENT

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

- Development, application and critical appraisal of the various theoretical models relating to corporate value, cost of capital and financial structure.

- Application and discussion of foreign exchange markets and risks, and evaluation of appropriate models for managing financial risks.

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 30%

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

Assessment Component 2 – 70%

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

Recommended

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

Background reading

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

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

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

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

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

Journals

Accounting and Finance
Applied Finance
International Financial Management and Accounting
Corporate Finance
Finance and Management
Financial Times
Harvard Business Review
Journal of Finance,
The Economist

Websites

www.fma.org
www.accaglobal.com
www.bized.ac.uk
www.cimaglobal.com
www.financial-journals.com
www.icaew.co.uk/libarary.html

MODULE CODE:	**M6X00882**
MODULE CODE:	**SBUS6114**
TITLE:	**Leadership and Management, Theory and Practice**
DATED:	**11/02/2014**
LEVEL:	**6**
CREDITS:	**20**
JACS CODE:	**N600**

AIM(S):

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

LEARNING OUTCOMES

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

1. Recognise and evaluate the complexities involved in leading and managing people in organisations and the practical application of Leadership and Management theory and principles.

2. Critically evaluate the design, and implementation of strategies which are focused on enhancing the effectiveness of Leaders and Managers in order to meet current and future organisational needs.

INDICATIVE CONTENT:

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

LEARNING AND TEACHING STRATEGY:

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

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

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

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

ASSESSMENT:

Assessment Component 1 X 50%

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

Assessment Component 2 X 50%

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

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

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

Assessment Summary

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

BIBLIOGRAPHY

Essential

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

Rees, G and French, R. (eds). (2013) *Leading, managing and developing people*. London: Chartered Institute of Personnel and Development.

Recommended

Adams, J. (2006) *Managing people in organisations: contemporary theory and practice*. Basingstoke: Palgrave Macmillan.

Yukl, G. (2012) *Leadership in Organizations*, 7th Edn. Pearson

Background

Kandola, B (2009) *The value of difference: eliminating bias in organisations.* Oxford: Pearn Kandola.

Hollyforde, S. and Whiddett, S. (2002) *The motivation handbook*. London: Chartered Institute of Personnel and Development.

Raynor, C & Adam-Smith, D (2009) *Managing and leading people.* 2nd ed. London. CIPD

Smith, M (2011) *Fundamentals of management* by Mike Smith. 2nd ed. London, McGraw Hill.

Journals

British Journal of Leadership in Public Services

International Journal of Business and Management

Journal of Behavioural and Applied Management

Leadership & Organization Development Journal

Websites

www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)

https://www.i-l-m.com/
Website of Institute of Leadership and Management

MODULE CODE:	**M6X00883**
MODULE CODE:	**SBUS6115**
TITLE:	**Managing Internationally**
DATED:	**11/02/2014**
LEVEL:	**6**
CREDITS:	**20**
JACS CODE:	**N120**

AIM

To develop students' understanding of the global business management environment with a particular focus on the impact of differences in culture.

LEARNING OUTCOMES

On completion of this module the student should be able to:

1. Assess the complexity of international business management from global, international, national and corporate perspectives and consider alternative approaches.

2. Analyse cross cultural models and critically evaluate how cultural variation affects the implementation of strategy and operations of international business.

INDICATIVE CONTENT

- The forces of globalisation and their impact on international business and management
- Variations in global political, economic and legal systems
- International trade: the role of government, overseas investment and trading blocs
- Planning and implementing strategy in international business: the choice of international organisational structure
- Modes of entry in international business including forms of strategic alliance such as international joint ventures
- Resource allocation in international business including human resources issues
- Cross–cultural and international management: factors that influence negotiation and decision making
- Comparative analysis of cultures using key models at national and organisational levels and the pitfalls of such analysis
- Differences in communication preferences between cultures, the impact of the internet

- How culture affects the management of people internationally: leadership and motivation around the world

- Cultural differences in attitudes to ethics and corporate social responsibility

LEARNING AND TEACHING STRATEGY

Students will be introduced to comparative management models, which they will apply to management themes/functional areas with which they are familiar.

Such conceptual, theoretical issues are suited to delivery during weekly lectures. However, for the exploration of these topics and their application to case studies pertaining to business management in a variety of international contexts, tutorials are the most appropriate strategy.

The themes for assignment development will be negotiated with the tutor as will the detail of the case which will act as an opportunity to apply relevant theories.

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

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

ASSESSMENT

Coursework 100%

Assessment Component 1

Students will negotiate a case study organisation to study. They will apply the analysis to a case which they must research and report on the impacts of strategy.
Outcome 1 (50% weighting): students will be encouraged to self-select (with some negotiation) an appropriate case study organisation for investigation and analysis. An individually written report of approximately 2,000 words documenting the evaluation will be produced.

Assessment Component 2

Outcome 2 (50% weighting) requires that the student produces a written report documenting the evaluation of cultural variation and its impact on the implementation of strategy from the perspective of at least two different cultural environments. The evaluation will require synthesis of theoretical material and its practical application within the context of a given case organisation or industry sector (approximately 2,000 words).

Assessment Summary

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

BIBLIOGRAPHY

Essential

Browaeys, M-J & Price, R (2011) Understanding Cross Cultural Management, 2nd edition, London: Pearson: Prentice Hall

Deresky, H. (2013) International Management: Managing Across Borders and Cultures, 8th edition, London: Pearson

Wild, J & Wild, K (2013) International Business: The Challenges of Globalization, 7th edition, London: Pearson

Background

Carte, P & Fox, C (2008) Bridging the Culture Gap: A Practical Guide to International Business Communication, 2nd edition, London: Kogan Page

French, R (2010) Cross-Cultural Management in Work Organisations, 2nd edition, London: CIPD

Hammerich, K & Lewis, RD (2013) Fish Can't See Water: how national culture can make or break your national culture, Chichester: Wiley

Hofstede, G., Hofstede, G-J. & Minkov, M. (2010) Cultures and Organizations: Software of the Mind. New York: McGraw-Hill Professional

Hofstede, G. (2003) Culture's Consequences, Comparing Values, Behaviors, Institutions, and Organizations Across Nations, Thousand Oaks, CA, Sage Publications

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

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

Mead, R. & Andrews, T.G. (2008) International Management: Culture and Beyond, Oxford, Wiley/Blackwell *[available as an e-book from Library website]*

Luthans, F. & Doh, J. (2004) International Management: Culture, Strategy, and Behavior , New York, McGraw Hill

McCourt, W. & Eldridge, D. (2004) Global Human Resource Management: Managing People in Developing and Transitional Countries, London, Edward Elgar Publishing

McFarlin, D & Sweeney, P (2012) International Organizational Behaviour: Transcending Borders and Cultures, Abingdon: Routledge

Mead, R. & Andrews, T.G. (2009) International Management: Culture and Beyond, Oxford, Wiley/Blackwell *[available as an e-book from Library website]*

Nakata, C. D. & Nakata, C. (2009) Beyond Hofstede: culture frameworks for global marketing and management London, Palgrave Macmillan

Schneider, S & Barsoux, J-L (2002) Managing Across Cultures, 2nd edition, London, Pearson: Prentice Hall

Steers R, Nardon L, Sanchez-Runde, C (2013) Management Across Cultures, 2nd edition, Cambridge: Cambridge University Press

Trompenaars, F. & Hampden-Turner, C. (2010) Riding the Waves of Innovation: Harness the Power of Global Culture to Drive Creativity and Growth , New York, McGraw-Hill Professional

Varma, A., Budhwar, P.S. & DeNisi, A. (2008) Performance Management Systems: A Global Perspective (Global HRM), London, Routledge

Yip, G & Hult, G.T (2011)Total Global Strategy, 3rd edition, Upper Saddle River, New Jersey, Pearson

Journals

Asia Pacific Journal of Management

Business and Society

Cross Cultural Management

International Journal of Applied International Business

International Journal of Applied Management

International Journal of Cross Cultural Management

Journal of International Management

USEFUL WEBSITES

http://globaledge.msu.edu/

http://www.thunderbird.edu/

http://www.harzing.com/

http://www.iso.org/iso/iso_catalogue/management_standards.htm

http://www.amanet.org/

MODULE CODE: **M6X00884**
MODULE CODE: **SBUS6116**
TITLE: **Marketing Planning and Practice**
DATED: **11/02/2014**

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

JACS CODE: **N500**

AIM(S)

- To apply the concept of the marketing planning process to a variety of organisational contexts and sectors with a view to producing an innovative, robust strategic marketing plan responsive to market changes

- To assess the challenges posed by a dynamic marketing environment to the needs of the marketing planning process in different organisations

LEARNING OUTCOMES

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

1. To critically evaluate the external and internal marketing environment through detailed analysis using a variety of traditional and digital marketing audit tools and techniques

2. From the detailed analysis of the internal and external audit, critically appraise the strategic options available for developing creative marketing strategies through segmentation, targeting and positioning taking into consideration key challenges and constraints

INDICATIVE CONTENT

- Marketing as a function and orientation and its interface with other organisational functions
- Analysis of a complex and dynamic external environment using a variety of marketing tools and techniques e.g. PESTEL, Porter's Five Forces and Strategic Group Mapping.
- Assessment of internal marketing environment using suitable frameworks for analysis e.g. McKinsey 7S, Value Chain Analysis, to obtain a resource-based view of the organisation
- Responsiveness internally to technological and digital developments in responding to the external environment
- Prioritising issues and executing SWOT analysis
- Marketing strategies for meeting marketing and digital objectives through customer satisfaction
- Marketing strategies providing benefits to customer segments
- Principles of market segmentation, targeting and positioning (STP)

- Positioning options and their implementation for competitive advantage taking into consideration the marketing mix
- Production of a marketing plan to achieve an organisation's objectives with consideration given to monitoring, measurement and control

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and workshops will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. A variety of teaching strategies will be used to develop understanding and application of the techniques, e.g. case studies featuring organisations across different business sectors, video clips, podcasts, internet research exercises, discussion forums, guest speakers etc.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 100% Coursework

This is one assessment with the learning outcomes designed to help students propose and structure a marketing plan for a chosen organisation which is responsive to market and organisational changes. Although it is expected students will demonstrate synthesis of theoretical material together with deployment of appropriate analytical frameworks and concepts, the final outcome for the student should be a marketing plan fit for implementation and suitable to demonstrate practical application of this process to any future employer (approx. 4000 words).

Assessment Summary

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

BIBLIOGRAPHY

Essential

Dibb, S. and Simkin, L. (2008) The Marketing Planning Workbook: effective marketing for marketing managers. London, Cengage.
Drummond, G., Ensor, J. and Ashford, R. (2007) Strategic marketing: planning and control. 3rd edition. Oxford, Butterworth Heinemann.

Johnson, G. and Scholes, K. (2013) Exploring strategy. 9th edition. Harlow, Prentice Hall.

Kotler, P., Keller, K.L., Brady, M., Goodman, M. and Hansen, T. (2012) Marketing management. 2nd edition. Harlow, Pearson.

McDonald, M. (2011) Marketing plans: how to prepare then, how to use them. 7th edition. Chichester, John Wiley.

Recommended

Doyle, P. and Stern, P (2006) Marketing management and strategy, 4th Edition, Prentice Hall, London

Kotler, P. and Armstrong, G. (2013) Principles of marketing. 15th International edition. NJ, Pearson Prentice Hall. [ISBN0133084043]

McDonald, M. (2011) Marketing plans: how to prepare then, how to use them. 7th edition. Chichester, John Wiley. [ISBN 9780470669976]

Porter, M. (2004) Competitive advantage: creating and sustaining superior performance. NY, Free Press. [ISBN 978-0743260879]

Journals

Ashill, N., Frederikson, M. and Davies, J. (2003) Strategic marketing planning: a grounded investigation. *European Journal of Marketing*, Vol37(3/4), pp430-460. Available on Emerald. 10.1108/03090560310459032

Dibb, S. (2002) Marketing planning best practice. *The Marketing Review*, Vol2(4), pp1-19. http://search.ebscohost.com/login.aspx?direct=true&db=bch&AN=7181530&site=ehost-live

McDonald, M. (2006) Strategic marketing planning: theory and practice. *The Marketing Review,* Vol6(4), pp375-418. http://search.ebscohost.com/login.aspx?direct=true&db=bch&AN=23437289&site=ehost-live

Greenley, G. Hooley, G., and Saunders, J. (2004) Management processes in marketing planning. *European Journal of Marketing,* Vol38(8), pp933-955. Available on Emerald. 10.1108/03090560410539104

Kaplan, R. and Norton, D. (2007) Using the balanced scorecard as a strategic management system, *Harvard Business Review*, Jul/Aug 2007, Vol85(7/8), pp150-161.

Lane, S. and Clewes, D. (2000) The implementation of marketing planning: a case study in gaining commitment at 3M (UK) Abrasives. *Journal of Strategic Marketing*, Vol8(3), pp225-239.

Websites

http://www.cimmarketingexpert.co.uk/ (SWOT analysis)

http://www.mintel.com/trendsinnovation.htm - Mintel future trend analysis and market

intelligence reports.

http://www.keynote.co.uk - Market intelligence reports.

http://store.mintel.com/# - International market information

http://www.cimmarketingexpert.co.uk/ (business plans, marketing audits, plans and strategy)

http://www.dunnhumby.com/ (analysing customer data)

http://ibummed.com/uncategorized/marketing-audit-report-apple-ipod/(marketing audit report)

http://www.tutor2u.net/business/strategy/Strategic_audit.htm (strategic audit)

http://www.consultancymarketing.co.uk/marketing-planning.htm(commercial marketing planning website)

http://www.olc.org/marketing/2audit.htm (marketing audit and SWOT)

MODULE CODE:	**M6X00885**
MODULE CODE:	**SBUS6117**
TITLE:	**Organisational Consultancy**
DATED:	**11/02/2014**
LEVEL:	**6**
CREDITS:	**20 Credits**
JACS CODE:	**N900**

AIM(S)

The aim of this module is to combine the processes of consultancy and project management with the effective management of change. Students will be encouraged to develop a reflective, active, positive approach and to demonstrate their growing professional competence in strategic awareness, business orientation and a concern with adding value through initiating and managing change. Such skills promote a deeper understanding of the real world of work and the demands of employers for individuals who are innovative and creative in their undertakings.

LEARNING OUTCOMES

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

1. Identify with the role of a management consultant and initiate and carry out a project that is of strategic relevance to an organisation;

2. Undertake a systematic analysis of data and produce a report that critically evaluates arguments and assumptions, draws realistic and appropriate conclusions and makes sound and informed judgements to achieve a solution(s).

INDICATIVE CONTENT

- The roles of internal and external consultant within an organisation. How a consultants intervention can favourably impact upon sustaining success within an organisation;
- Change management theories that serve as frameworks for implementing and sustaining change within organisations;
- Consultancy as a specialism and the potentially positive contribution that such intervention can make to aid an organisations ability to achieve and sustain competitive advantage through effectively managing change and embrace innovation;
- Identifying projects by studying the significant external or internal influences that impact upon an organisations ability to serve and bring about change and innovation;
- Progressing consultancy projects from initial idea to the presentation of persuasive, pertinent and actionable reports;
- Literature and research reviews relevant to projects through the study of a wide range of resources, including wherever possible, in-company information that serves to increase the credibility of projects;
- Relative merits of a range of research methods and their relevance to different projects; data collection and handling, reasoning the strengths and weaknesses of each and the circumstances in which they might be used. Include ethical considerations;

- Presenting results clearly and professionally in conventional report format; drawing realistic and meaningful conclusions from data collected; recommendations including costed and timed implementation plans;
- Paths to self-improvement in consultancy and project management through reflective review.

LEARNING AND TEACHING STRATEGY

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

The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning	25	12.5%
Independent learning	175	87.5%
Placement learning		
TOTAL		**100%**

ASSESSMENT

Assessment Component 1 – 10%

Students will be assessed by the completion of a project initiation document that outlines suitable aims and objectives for the consultancy project as well as justifying the business case for the project as well. Students will also be required to make a formal 5 minute presentation of their project to their peers.

Assessment Component 2 – 90%

By means of a 10,000 word project, demonstrate their skills in time management, critical thinking and their ability to present an evidence-based argument in which statements of “fact” will be supported by appropriate, authoritative and up-to-date sources that support change within their chosen organisation.

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

Assessment Summary

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

BIBLIOGRAPHY

Essential Texts:

Buttrick, R. (2009) The project workout: the ultimate handbook of project and programme management, London: Prentice Hall

Burnes, B. (2009) Managing Change, Great Britain, Prentice Hall.

Background Reading:

Baron, A. and Armstrong, M. (2008) Human capital management: Achieving added value through people. London: Kogan Page.

Brierley, E. (2006) Talent on tap: getting the best from freelancers, interims and consultants. London: Chartered Institute of Personnel and Development.

Brown, D. and Caldwell, R. and White, K. (2004) Business partnering: a new direction for HR. A guide. London: Chartered Institute of Personnel and Development.

Cannell, M. (2007) The self-employed HR consultant, London, Chartered Institute of Personnel and Development. Available at: http://www.cipd.co.uk/subjects/hrpract/general/selfhrcnslt

Gardiner, P. (2005) Project Management: A Strategic Approach, Basingstoke, Palgrave.

Goodge, P. (2007) HR business partnering, London, Chartered Institute of Personnel and Development. Available at: http://www.cipd.co.uk/subjects/corpstrtgy/general/hrbusprtnr

Johnson, M. (2005) The Independent Consultant's Survival Guide, London, Chartered Institute of Personnel and Development.

Maylor, H. (2010) Project Management Great Britain: Prentice Hall.

Thomson, I. (2007) Hiring consultants, London, Chartered Institute of Personnel and Development. Available at: http://www.cipd.co.uk/subjects/hrpract/general/hireconslt

Whittington, R. and Molloy E. (2005) HR's role in organisation: shaping change. Research report. London: Chartered Institute of Personnel and Development.

Electronic Journals (available on http://apollo.UWTSD.ac.uk/library/)

British Journal of Management

Coaching at Work

Harvard Business Review

HRM Review

Human Resource Management Journal

International Journal of Employment Studies

Journal of Organisational Behaviour

Management Today

People and Strategy: Journal of the HR Planning Society

People Management Magazine: http://www.peoplemanagement.co.uk/pm/

Public Personnel Management

Strategic HR Review

Work Employment and Society

Websites

http://apollo.UWTSD.ac.uk/library/

http://www.cipd.co.uk/onlineinfodocuments/atozresources.htm

http://www.prospects.ac.uk/p/types_of_job/management_consultant_job_description.jsp

www.acas.org.uk

www.berr.gov.uk

www.cbi.org.uk

www.cipd.co.uk

www.employment-studies.co.uk

www.equalityandhumanrights.org.uk

www.hrmguide.co.uk

www.statistics.gov.uk

www.wao.gov.uk

MODULE CODE:	**M3X9095**
MODULE CODE:	**SBUS6118**
TITLE:	**Public Sector Finance and Control**
DATED:	**11/02/2014**
LEVEL:	**6**
CREDITS:	**20**
JACS CODE:	**N300**

AIM(S)

This module aims to build on previous financial accounting studies and introduce the student to public sector finance, the processes and practices of financial management, governance and control, which contribute to promoting public stewardship and accountability.

LEARNING OUTCOMES

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

1. Evaluate critically the processes and mechanisms used in the financial management of public organisations, incorporating a review of the role of the external audit agencies.

2. Identify, evaluate and discuss the various sources of finance (current and proposed) for revenue and capital programmes of public sector organisations.

3. Prepare financial plans and statements, taking into account of internal and external financial and political constraints. Critically evaluate those plan's and identify possible alternative courses of action for decision by the policy making body.

INDICATIVE CONTENT

- Develop an understanding of the statutory responsibilities and powers of auditors in the public sector, and their role in accountability, financial control and value for money.

- Facilitate understanding and critical evaluation of the private finance initiative as a mechanism for providing modern, efficient and effective public assets and services.

- Develop understanding of the budget process for both capital and revenue. Application of practical case studies which develop the students" ability to identify and evaluate critically, alternative policies and plans.
- Identify, explain and critically evaluate various methods of raising finance for revenue and capital programmes of public organisations. (current, proposed and those adopted worldwide)

- Referencing convention (e.g. the Harvard System)

LEARNING AND TEACHING STRATEGY

Issues relating to the concepts and principles associated with the financial management, governance and control of public organisations will be delivered during weekly keynote lectures.

Tutorials/seminars will provide practical exercises and promote debate and critical discussion. Research into the topics for discussion will be expected by students in order to contribute to the tutorials/seminars. Case studies and scenarios will be used in order to encourage students to develop their problem solving skills.

Discussion and research of actual practices and principles adopted by various organisations will be examined and explored in tutorials, and which will form the basis of debate and critical review.

Students will be expected to consolidate topics by further private reading and research, from essential/background reading, journals and examination of organisational websites containing relevant financial management, governance and control issues.

There is opportunity for the students to be given a dedicated week to conduct the research task during 'industry week' (normally during February). This would allow students to immerse themselves in the task without the distractions of other classes.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Assessment Component 1 – 50%

Assignment 1 (outcome one):

An essay of 2000 words (50% weighting) – The student will be required to produce an essay, which critically evaluates the "Private Finance Initiative" and discuss the role of the public external audit agencies in assessing these schemes, and how they contribute to the achievement of value for money.

Assessment Component 2 - (outcomes two and three) – 50%

Undertake a case study assignment in class and time constrained hours for 2 hours (2000 words):

Produce a report which presents data/information calculated from a case study.
Critically evaluate those plans and identify possible alternatives courses of action for decision by the policy making body.

Evaluate and critically discuss current, proposed and worldwide methods of raising revenue finance for a public organisation.

Assessment Summary

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

BIBLIOGRAPHY

Essential

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MODULE CODE: **M6X00886**
MODULE CODE: **SBUS6119**
TITLE: **Sandwich Placement**
DATED: **11/02/2014**

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

JACS CODE **N900**

AIM(S)

- With the Government and QAA's increased focus on employability and work based learning this elective module is designed to provide students with an opportunity to fully develop their vocational skills within the Industry whilst focusing on enhancing their practical organisation and management understanding. The module allows students to spend a year working in industry and so provides greater opportunities for observation and evaluation in order to apply learning in a practical context. Where possible the module aims to progress the student work based skills to gain either supervisory experience or develop a specialism.

- In the current economic climate it may also allow students who are struggling financially to earn much needed revenue to help support them through their final year of studies. The Sandwich Placement also allows students to experience working in the UK or internationally, and if they wish an opportunity to develop their skills working with more than one organisation. Furthermore this allows for greater comparative evaluation of management issues and policies. Students will be encouraged to complete the level 6 organisational consultancy module or dissertation linked to their sandwich placement experience.

LEARNING OUTCOMES

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

1. Reflect upon their development of their personal and professional skills and enhance their CV and employability skills.

2. Critically discuss, compare, analyse and assess in detail specific or generic concepts regarding resources, organisational, financial and motivational issues affecting the organisation and its performance.

3. Critically apply a range of theories in a work based context to evaluate and discuss a variety of industry issues and organisational policies and procedures in order to put forward actionable strategic recommendations.

INDICATIVE CONTENT

- The organising of an appropriate sandwich placement relevant to the programme aims and objectives and the student's individual career goals and aspirations. Linked to this

will be the need to complete a placement learning contract and risk assessment in preparation for the experience.

- Development of personal and professional skills (vocational and reflective learning). Undertaking operational roles and in addition and where ever possible the development of supervisory or specialist skills via practical experience as well as observation. To include Communication skills, team work, task management, problem solving and initiative.

- Industry and organisational issues and the application of academic knowledge (observation, research, evaluation and analysis) which may include management structures, management styles, motivation theory and practice, delegation, training policies and procedures, staffing issues, quality policies, performance measures, marketing strategies and evaluation, market position, competition, pricing policies, funding, financial management, budgets, health and safety, standards, industry sector, corporate culture.

- Detailed research, problem solving and the ability to think critically discuss and debate issues and put forward strategic policy initiatives.

LEARNING AND TEACHING STRATEGY:

This module is a student self-managed learning experience. The placement team will provide placement opportunities and support, however, the student is responsible for organising their own placement experience which will develop their employability skills and provide them with the required learning experience. This will encourage them to further develop their self-management ability as well as gain a detailed management understanding and an organisational management appreciation from operational experience, observation, research and reflection.

The placement tutor will assist in facilitating reflection, critical analysis and in-depth debate. The students will also be supported in the research and analysis process by the employer but will be encouraged to develop their independence.

Tutors and employers will also facilitate and support students in evaluating issues and applying theories to produce critical and strategic solutions to work based problems. Organisations will be encouraged to set the student a placement research project to undertake during their placement for submission to the organisation and the university which may be linked to the organisational consultancy module.

Whilst the student will be supported and assisted by the placement unit it is the student's responsibility to secure an appropriate and acceptable sandwich placement experience, and manage the experience and not the placement tutor.

Notional Learning Time = Minimum 48 week placement- (approx. 2000 hours)

If the student elect to undertake the organisational consultancy module whilst on placement the module support and guidance hours will be increased in line with the support available for the organisational consultancy module.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning		
Independent learning		
Placement learning	2000	100%
TOTAL	**2000**	**100%**

ASSESSMENT

Evidence of Learning Outcomes will be in the form of a structured mix of practical placement, tutor assessment viva to include student reflection and a placement organisation project.

Evidence of Learning Outcomes 1 and 2 will be in the form of a placement viva assessment by a tutor from the programme; this will include a detailed and critical placement viva where the tutor will act as facilitator. Students will be required to demonstrate cognitive thought and depth in analysing and discussing organisational management issues. They will need to critically apply theory to discuss issues and put forward strategic recommendations for policy improvements. This will be supported by an Employer appraisal to evaluate the students overall performance and development in the workplace and an e portfolio development record designed for the student to reflect upon their learning and development. Students will also be required to successfully complete the sandwich placement contract.

Evidence of Learning Outcome 3 will be in the form of a detailed placement research project. Employers will be encouraged to agree a placement project for the student to undertake during their placement year. They will be required to select a management/organisational issue to research in depth and produce a project that discusses the topic from a practical and theoretical stance offering strategic policy recommendations for the organisation. Projects will require work based research and a detailed theoretical review to support critical analysis and develop strategic policy initiatives. The project is designed to link back to the students' academic studies, prepare students for their final year dissertation and be of benefit for the organisation.

Students may elect with the agreement of tutors to link either their organisational consultancy to their placement. If this is agreed the student will receive additional support for this module during their placement.

Assessment Summary

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

BIBLIOGRAPHY

Essential Texts:

NCWE, 2009 Work based Learning: Code of Practice, NCWE, London

QAA, 2012 Placement Learning code of Practice, QAA, London

UWTSD 2013 Quality Handbook Chapter 10

ASET 2013 Good Practice Guide for Work based and Placement Learning in Higher Education, ASET, Sheffield

Background Reading:

ASET, 2005, Placement Code of Practice, ASET, Sheffield

Bowes, G & Harvey, L, 2004 Impact of Sandwich Education, UCE, Coventry

CRA, 2002 Personal Development Planning, CRA, London

Kolb D A, 1994 Experiential Learning, Prentice Hall, New Jersey

LTSN, 2008 Employability Skills, LTSN, Oxford

NCWE, 2008 Enhancing Employability, Univ. UK & NCWE, London

NCWE, 2008 Student Placement Pack, NCWE, London

Journals

LTSN – Link

Prospects – Work based Learning

MODULE CODE:	**M3X9111**
MODULE CODE:	**SBUS6120**
TITLE:	**Strategic Management and Sustainability**
DATED:	**11/02/2014**
LEVEL:	**6**
CREDITS:	**20**
JACS CODE:	**N211**

AIM(S)

This module focuses on the techniques involved in the formation and implementation of a strategy within an organisation. It will provide an understanding of the nature of strategic analysis, strategy formulation and its implementation.

LEARNING OUTCOMES

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

1. Examine the relationship between the external context of an organisation and its internal context and how these impact on its strategies.
2. Critically evaluate the competitive and development strategies of an organisation in the context of contemporary strategic management issues.
3. Analyse the factors that must be considered by an organisation in the implementation of a strategy.

INDICATIVE CONTENT

- The strategy process - the nature of strategic management, of strategy, the strategy process and the strategic context, the role of the management structure.
- Organisational aims & objectives - The concept of "mission" and its relevance to firm strategy - Different types of organizations & objectives (profit maximizing, not-for-profit).
- Strategic analysis and capability – Diagnosing and analysing strategic capability - The external environmental assessment - the remote environment, the market environment, the industry environment and national competitiveness (Porter's Five Forces, PEST) – The internal environmental analysis, resources and capabilities; the resource-based view of the firm – The analysis of the environment and strategy issues in key regions of the world (EU, North America, Japan, China, India, and other emerging markets) – The situational analysis (the SWOT vs. TOWS matrices).
- Strategy formulation - Functional and business level strategies, strategic positioning, competitive advantage, Generic Strategies, The Strategy Clock – Corporate level strategies – growth, direction, Ansoff's Matrix - Limited vs. substantive growth strategies (diversification, integration, mergers and acquisitions).

- Strategy Implementation - Structures and control systems in an international context (organizational structures; the integration v. responsiveness matrix; the global factory) - International production strategy (R&D and innovation, international logistics, different kinds of global production systems, strategic management of International production strategy) - International business strategy (localisation strategy, international strategy, global standardization strategy, transnational strategy) and entry routes to foreign markets.

- Sustainability - The impact of the ecological environment on business strategy - Scientific evidence and uncertainty - Global and legal aspects - Corporate governance and stakeholder expectation - Resource usage and cost implications - Product development and revenue opportunities - Operational issues including process research, waste management, energy efficiency, transport and location.

LEARNING AND TEACHING STRATEGY

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

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

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

Coursework Detail (including word count).

Assessment Component 1 – 50%

Assessment component one (learning outcome 2) requires the student to work as an individual to research, write and structure a report (2000 words max) that critically evaluates the competitive and development strategies of an organisation (which is provided in a case study). The report will require synthesis of theoretical material and its practical application within the context of a given case organisation.

Exemplar

Identify the competitive strategy that an organisation has utilised in order to develop their current competitive position, giving examples of actions they have taken to accomplish this strategy. Critically evaluate the competitive strategy that this organisation has utilised in the development of their competitive position. Your evaluation should recognise the advantages and limitations of this strategy in the current environment.

Written Detail (including word count).

Assessment Component 2 – 50%

Assessment component two (learning outcomes 1 and 3) will be assessed using a time constrained examination (2 hours) that is based on a case study, which requires application of the theory to the specifics of the information provided and is based on the student's own research. The case study will be pre-released, and its questions would test problem solving skills under time constrained conditions to ensure student provenance.

Exemplar

Strategy Implementation

Any organisation has a corporate social responsibility commitment to behave ethically while helping to satisfy stakeholders' expectations and to improve the quality of life for the public and society generally. Assess how the organisation has used Corporate Social Responsibility (CSR) to satisfy stakeholders' expectations and to improve the quality of life for the public and society generally.

Assessment Summary

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

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Johnson, G, Scholes, K and Whittington, R (2010) Exploring Corporate Strategy: Text and Cases, Harlow: FT Prentice Hall

Lynch, R (2005) Corporate Strategy, Harlow: FT Prentice Hall

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Mintzberg, H, Ahlstrand, B, and Lampel, J (2008) Strategy Safari: The Complete Guide Through the Wilds of Strategic Management, Harlow: FT Prentice Hall.

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De Wit, B and Meyer R (2010) Strategy: Process, Content, Context: an international Perspective, Andover: South Western Publishing.

Porter, M E (2008) On Competition, Harvard: Boston: Harvard Business Review Book

Ridderstral, J and Nordstrum, K (2007) Funky Business, Harlow: FT Prentice Hall

Thompson, J and Martin, F (2010) Strategic Management Awareness and Change, London: Thompson Learning

Journals

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Harvard Business Review

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Journal of Business Strategy

Strategic Management Journal

Long Range Planning

Management Review

Management Today

Strategic Management Journal

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http://www.cim.co.uk

http://www.cim.co.uk/knowledgehub

http://www.connectedinmarketing.com

http://cyberatlas.internet.com

http://www.emarketer.com

http://marketing.haynet.com

MODULE CODE:	**M6X00887**
MODULE CODE:	**SBUS6121**
TITLE:	**Web Analytics**
DATED:	**11/02/2014**
LEVEL:	**6**
CREDITS:	**20**
JACS CODE:	**I290**

AIM(S)

Digital marketing is growing in importance to all organisations. No other media offers such exact measuring and monitoring of the return on investment (RIO). How much profit made from your digital advertising compared to how much spent on. Return on investment (ROI) measures the ratio of your profits to your advertising costs.

Web analytics will review the effectiveness of company communications and customer interactions on a range of digital marketing platforms including website, social media presences and mobile marketing. Social media monitoring involves using tools to listen to conversations about a brand across digital platforms and taking appropriate action.

LEARNING OUTCOMES

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

1. Evaluate how web analytics tools can optimise website performance in terms of increasing online ROI and reduce cost of acquisition.
2. Demonstrate the ability to implement and configure web analytics tools to set key performance indicators on a website.

INDICATIVE CONTENT

- web analytics and its scope, making reference to the terminology currently in use.
- the players involved in web analytics, how their services can be accessed and the role(s) they play.
- the steps an organisation follows to implement its web analytics program.
- the populations for the sector that can usefully be measured by web analysts.
- the purposes of web analytics and how it can help improve the effectiveness of marketing.
- the relative importance of the following social media.
- the players in social media monitoring and outline the extent of their involvement in this arena.

LEARNING AND TEACHING STRATEGY

Students will construct their own website using non-technical content management systems (CMS's) with plug-ins so they can configure and analyse web analytics first hand. Traditional and student-centred learning strategies will be employed to ensure a balance of theory and practice. A mix, therefore, of lectures, seminars, tutorials and workshops will be utilised to allow both a didactic and interactive learning experience for the student. In tutorials and workshops, students will work in groups and expand discussions in areas that are relevant to the opportunities and ideas that have been developed.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

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

Assessment Component 1 – 50%

To achieve outcome 1:

Students will be given a company scenario and have to consider key performance indicators for a website and write a report that explains how different forms of web analytics work (2000 words).

Exemplar

As a Communications Executive you have been asked by your marketing manager to write a report that explains how different forms of web analytics work.

Write a briefing document that:

- Defines web analytics and their purpose in the context of the chosen sector.
- Describes the steps should follow to implement its web analytics program.
- Explains the populations for the sector that can usefully be measured by web analysts.

Assessment Component 2 – 50%

To achieve outcome 2:

Students will build a website (using plug-ins) incorporating web analytics and social media monitoring tools for a given scenario. They will then measure and adjust elements of the site based on the information gained from analytical tools selected. PowerPoint and supported by a 1,500 word report.

Exemplar

As a marketing assistant, you have been asked by your marketing manager to manage the marketing of the company website. Create a website using free online tools e.g. weebly.com or wordpress.com install the most appropriate social media and monitoring tools.

Write a report that explains the different social media tools used and how different aspects of social media monitoring could be of benefit to the organisation:

- Define social media monitoring, its purpose and how it differs from Web Analytics.
- Explain the steps you chose to implement social media monitoring.
- Evaluate the effectiveness of the commercial monitoring tools you used.
- Outlines effective ways of reporting social media information within the context of the chosen organisation.

Assessment Summary

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

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Essential

Chaffey, D. and Ellis-Chadwick, F. (2012) Digital Marketing: strategy, implementation and practice. 5th edition, FT Prentice Hall: Harlow

Recommended

Comm, J. and Burge, K. (2010) Twitter power: how to dominate your market one tweet at a time. John Wiley & Sons: New York.

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Rogers, C & Rowles, D (2012) Complete Guide to Search Engine Optimization.

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