



UNIVERSITY OF WALES
Trinity Saint David
London

PROGRAMME OF STUDY HANDBOOK

**Master of Business Administration
(MBA)**

**LEVEL 7
Term 1**

SCHOOL OF BUSINESS

**Autumn 2012
October 2012**

CONTENTS PAGE

1. INTRODUCTION.....	2
2. CURRENT MEMBERS OF STAFF	2
3. MODULAR TERMINOLOGY	2
3.1 Programme of Study.....	2
3.2 Module.....	2
3.3 Module Credit Rating.....	2
3.4 Level of Study	2
4. ASSESSMENT	4
5. CRIMINAL RECORDS BUREAU (CRB) - ENHANCED DISCLOSURE	4
6. PROGRAMMES OF STUDY	5
6.1 MODULES	6
7. QUALITY ASSURANCE POLICY.....	8
8. PROGRAMME MONITORING	8
9. STUDENT REPRESENTATION.....	8
10. INTERMEDIATE AWARDS	9
11. ASSESSMENT OF PART I.....	9
12. DISSERTATION	10
12.1 RESPONSIBILITIES OF THE STUDENTS	10
12.2 DISSERTATION SUPORT ENTITLEMENT	11
13. REFERENCING IN WRITTEN ASSIGNMENTS, DISSERTATIONS	12
AND BIBLIOGRAPHIES	12
14. PLAGIARISM.....	12
14.1 PLAGIARISM: REGULATIONS, PROCEDURE, AND PENALTIES	13
14.2 AVOIDING PLAGIARISM.....	13
15. GRADUATE SKILLS FOR EMPLOYMENT	14
16. MODULES SPECIFICATIONS.....	17
16.1: Financial Management.....	18
16.2 Human Resource Management	23
16.3: Marketing Management	33
17. ASSESSMENT SCHEDULE	40

1. INTRODUCTION

This handbook provides detailed information about your Programme of Study and the modules that will be offered for study in the MBA term 1.

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

2. CURRENT MEMBERS OF STAFF

The following members of staff will be teaching on your Programme of Study:

SBMA7100	Financial Management	Michael Elkin
SBMA7101	Human Resource Management	Dr Stanley Lees
SBMA7102	Marketing Management	Anthony Banham

3. MODULAR TERMINOLOGY

3.1 Programme of Study

A Programme of Study is the collection of modules leading to a particular award.

3.2 Module

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

3.3 Module Credit Rating

Every module has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

3.4 Level of Study

A level is assigned to each module to define the standard of its academic demand. The basic characteristics of study at Master level, which is called Level 7 in the National Qualifications Framework, may be defined as follows:

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant theoretical and methodological perspectives and how they affect their area of study or work.

**Credit and Qualification Framework for Wales Level Descriptors,
February 2009**

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
7	Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of the relevant	Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts in which there are many interacting factors. Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions. Understand the wider contexts in which the area of study or work is located. Understand current developments in the area of study or work.	Conceptualise and address problematic situations that involve many interacting factors. Determine and use appropriate methodologies and approaches. Design and undertake research, development or strategic activities to inform the area of work or study or produce organisational or professional change. Critically evaluate actions, methods and results and	Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments Exercise broad autonomy and judgement across a significant area of work or study. Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others.

	theoretical and methodological perspectives and how they affect their area of study or work.	Understand different theoretical and methodological perspectives and how they affect the area of study or work.	their short- and long-term implications.	
--	--	---	--	--

Students should note that the expectations and demands of work at Level 7 is higher than those at undergraduate Levels 4-6, and that this will be reflected in the assessment and marking of the module assessments.

4. ASSESSMENT

At the start of each module, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each academic year. Note that any marks released prior to formal approval by Progression / Award Examination Board are provisional.

5. CRIMINAL RECORDS BUREAU (CRB) - ENHANCED DISCLOSURE

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a CRB check (Enhanced Disclosure). Further details will be provided by the University Registry or Head of School.

As part of each programme's procedures relating to CRB, continuing students will normally be required to inform their Programme Co-ordinator immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self-declaration during the registration period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry and a copy provided to the relevant Faculty Administrative Officer with responsibility for CRB checks.

6. PROGRAMMES OF STUDY

MBA Arts Management
MBA Banking and Finance
MBA Entrepreneurship
MBA Human Resource Management
MBA Information Management
MBA International Tourism Management
MBA Leadership
MBA Marketing
MBA Social Entrepreneurship
MBA General Management

All Masters Students must normally pursue 180 credits at Level 7. The credit rating of each module is specified in the module details.

6.1 MODULES

MBA Leadership	MBA Human Resource Management	MBA Marketing	MBA Entrepreneurship	MBA Information Management
PART 1				
Common modules (Compulsory)				
SBMA7100 Financial Management (20 credits)	SBMA7100 Financial Management (20 credits)	SBMA7100 Financial Management (20 credits)	SBMA7100 Financial Management (20 credits)	SBMA7100 Financial Management (20 credits)
SBMA7101 Human Resource Management (20 credits)	SBMA7101 Human Resource Management (20 credits)	SBMA7101 Human Resource Management (20 credits)	SBMA7101 Human Resource Management (20 credits)	SBMA7101 Human Resource Management (20 credits)
SBMA7102 Marketing Management (20 credits)	SBMA7102 Marketing Management (20 credits)	SBMA7102 Marketing Management (20 credits)	SBMA7102 Marketing Management (20 credits)	SBMA7102 Marketing Management (20 credits)
SBMA7103 Strategic Management (20 credits)	SBMA7103 Strategic Management (20 credits)	SBMA7103 Strategic Management (20 credits)	SBMA7103 Strategic Management (20 credits)	SBMA7103 Strategic Management (20 credits)
Pathway modules				
SBMA7104 Critical Leadership Studies (20 credits)	SBMA7106 Managing People (20 credits)	SBMA7108 International Marketing (20 credits)	SBMA7111 Entrepreneurship (20 credits)	SBMA7112 e-Business Strategy (20 credits)
SBMA7105 Implementing Coaching and Mentoring (20 credits)	SBMA7107 Managing Performance (20 credits)	SBMA7109 Digital Marketing (20 credits)	SBMA7110 Creativity, Innovation and Intellectual Property (20 credits)	SBMA7113 Business Decision Making (20 credits)
PART 2				
*Dissertation (60 credits) *Integrated Case Study (60 credits) *Business Development Proposal (60 credits)	*Dissertation (60 credits) *Integrated Case Study (60 credits) *Business Development Proposal (60 credits)	*Dissertation (60 credits) *Integrated Case Study (60 credits) *Business Development Proposal (60 credits)	*Dissertation (60 credits) *Integrated Case Study (60 credits) *Business Development Proposal (60 credits)	*Dissertation (60 credits) *Integrated Case Study (60 credits) *Business Development Proposal (60 credits)

MBA International Tourism Management	MBA Banking and Finance	MBA Arts Management	MBA Social Entrepreneurship	MBA General Management
PART 1				
Common modules (Compulsory)				
SBMA7100 Financial Management (20 credits)	SBMA7100 Financial Management (20 credits)	SBMA7100 Financial Management (20 credits)	SBMA7100 Financial Management (20 credits)	SBMA7100 Financial Management (20 credits)
SBMA7101 Human Resource Management (20 credits)	SBMA7101 Human Resource Management (20 credits)	SBMA7101 Human Resource Management (20 credits)	SBMA7101 Human Resource Management (20 credits)	SBMA7101 Human Resource Management (20 credits)
SBMA7102 Marketing Management (20 credits)	SBMA7102 Marketing Management (20 credits)	SBMA7102 Marketing Management (20 credits)	SBMA7102 Marketing Management (20 credits)	SBMA7102 Marketing Management (20 credits)
SBMA7103 Strategic Management (20 credits)	SBMA7103 Strategic Management (20 credits)	SBMA7103 Strategic Management (20 credits)	SBMA7103 Strategic Management (20 credits)	SBMA7103 Strategic Management (20 credits)
Pathway modules				**Option modules
SBMA7114 International Tourism Contexts (20 credits)	SBMA7116 Corporate Finance (20 credits)	SBMA7118 Sustaining the Arts: Policies and Funding (20 credits)	SBMA7120 Social Entrepreneurship (20 credits)	SBMA7116 Corporate Finance (20 credits)
SBMA7115 Contemporary Issues in Tourism (20 credits)	SBMA7117 Banking Financial Management and Financial Markets (20 credits)	SBMA7119 Understanding the Arts Organisation (20 credits)	SBMA7121 Social Enterprise (20 credits)	SBMA7122 International Business (20 credits)
				SBMA7108 International Marketing (20 credits)
PART 2				
*Dissertation (60 credits) *Integrated Case Study (60 credits) *Business Development Proposal (60 credits)	*Dissertation (60 credits) *Integrated Case Study (60 credits) *Business Development Proposal (60 credits)	*Dissertation (60 credits) *Integrated Case Study (60 credits) *Business Development Proposal (60 credits)	*Dissertation (60 credits) *Integrated Case Study (60 credits) *Business Development Proposal (60 credits)	*Dissertation (60 credits) *Integrated Case Study (60 credits) *Business Development Proposal (60 credits)

*Research Methodology is included in the dissertation, integrated case study and business development modules

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

Students who take International Business will be awarded an MBA General Management (International Business)

Students who take International Marketing will be awarded an MBA General Management (Marketing)

The modules that are delivered will depend on a number of factors, including the number of students that opt to study that module. All the options on your Programme of Study will not necessarily be offered each year.

Module details are correct and will not normally be changed during the term. In the unlikely event of the School having to make changes to these details, you will be notified in writing.

7. *QUALITY ASSURANCE POLICY*

The School of Business recognises and adheres to the University's Quality Assurance Policy as set out in the *Academic Quality Handbook (AQH)* and as revised from time to time. Of particular relevance in this respect are those parts of the *AQH* which refer to Validation and Monitoring of Programmes. These sections of the *AQH* set the framework for the development of the School's work.

8. *PROGRAMME MONITORING*

Programme monitoring entails regular discussion of any programme of study through a representative Board of Study. It includes the scrutiny of the programme of study by an Annual Review, and the detailed evaluation of the programme in a Quinquennial Review, at which external subject advisors are expected to make a thorough and critical examination of all aspects of the programme's functioning. Student feedback is continuous, and is received from specific module questionnaires administered by the School, as well as from General Programme Questionnaires. Students are also represented at annual and quinquennial reviews and revalidation events. Full details of the programme monitoring arrangements are included in the *Academic Quality Handbook*.

9. *STUDENT REPRESENTATION*

All programmes of study have a programme of study representative and the University considers student feedback to be extremely important, irrespective of their mode of study. For further details about the student representative system see the *University Regulations – Postgraduate Student Guide*. Your Programme Co-ordinator will be able to tell you the name of the programme of study representative for this programme.

10. INTERMEDIATE AWARDS

It is anticipated that most students will wish to complete the MBA programme but it is also possible to gain a Postgraduate Certificate of Higher Education on attaining 60 credits, and a Postgraduate Diploma of Higher Education on attaining 120 credits. It is not possible to specify exactly the length of time required to complete a module as this depends on the individual student. However, a 10 credit module will incorporate 100 notional hours of study, and pro rata for modules with a different credit value. This represents the total study effort for a typical student to complete the module successfully. It includes all timetabled and non-timetabled learning activities both in and away from the formal learning environment. An example of the distribution of modular notional hours for a 10 credit module is as follows:

Element within the module	Notional hours
Contact time (lectures, tutorials, seminars, etc)	20
Preparation (prior to lectures, tutorials, seminars, etc)	15
Follow-up and directed reading (after lectures, tutorials, seminars, etc)	15
Private reading and reflection	15
Assignments, practical reports, work based exercises, etc	35
Total notional hours of student effort	100

11. ASSESSMENT OF PART I

Each module will be assessed independently in ways which reflect the objectives and learning outcomes of the module and the programme of study as a whole and the learning and teaching strategies employed within the module.

Details of assignments, guidance on the objectives of the assessment and criteria applied in marking will be provided at the beginning of each module.

Full information about the classification of results and regulations for progression can be found in chapter 6 of the *Academic Quality Handbook*.

Details of what constitutes 'satisfactory progress' can be found in 7.4.1 and 7.4.2 in the *Academic Quality Handbook*. Please note that part-time students are expected to complete at least 40 credits each academic year. For further information on 'progress' see the *University Regulations – Postgraduate Student Guide*.

All work will normally be marked within the University's agreed five week turn-around time for assessed coursework. You will be contacted by the module co-ordinator if this is not possible.

12. DISSERTATION

It is expected that students reaching the dissertation stage of a Master's Programme of Study will have acquired and practised research skills relevant to the modules studied. Students will be allocated a supervisor who will advise them on the issues arising at various stages in the research project.

In addition to submitting two hard copies of the dissertation as required by the University, students must also submit an electronic version of the dissertation through Moodle. The electronic version of the dissertation may subsequently be stored in an institutional repository, and content will be made available on the Web. Students are advised that the dissertation will then be "open access", i.e. freely available to be used in accordance with copyright and end-user permissions. Further information about how dissertations should be submitted can be found in the *University Regulations – Postgraduate Student Guide*.

Each candidate accepted into Part II will be required to submit a dissertation not exceeding 20,000 words or the equivalent.

12.1 RESPONSIBILITIES OF THE STUDENTS

Dissertation students are responsible for:

- (i) ensuring that the dissertation produced is first and foremost his/her own work, albeit achieved with benefit of advice and guidance from the supervisor;
- (ii) agreeing a timetable with the supervisor for the submission of work and the scheduling of regular meetings;
- (iii) keeping a careful record of all such formal meetings, including dates, action agreed and deadlines set;
- (iv) ensuring that a summary of the outcomes of each meeting is recorded on the Postgraduate Dissertation Supervision Record Form (see the *University Regulations – Postgraduate Student Guide*) and signed by both the supervisor and the student;
- (v) contacting the supervisor should additional meetings be considered necessary;
- (vi) ensuring that their work is appropriately edited, particularly with reference to accuracy of grammar and spelling;
- (vii) ensuring that any relevant material resulting from his/her research, such as transcripts, are included in the dissertation or are presented as appendices;

- (viii) completing the work within the agreed framework, with any problems relating to late or unsatisfactory submission being brought to the supervisor's attention in writing as soon as possible.

12.2 DISSERTATION SUPPORT ENTITLEMENT

Dissertations shall not normally be accepted for assessment unless they have undergone a process of tutorial supervision.

The student and the supervisor are expected to form an agreement based on partnership, with both parties providing inputs and having responsibilities. This section is intended to offer guidance to students and to supervisors regarding the amount of support that a supervisor can be expected to provide during the course of a student's dissertation.

- (i) A dissertation contract should be prepared for each student at the start of Part II, the dissertation, in order to formally agree the terms of the dissertation supervision.
- (ii) Students must be provided with clear guidelines regarding the assessment criteria for the dissertation.
- (iii) The total amount of supervision should not normally exceed 25 hours, including any preliminary work in identifying a dissertation topic. Tutors are required to keep a record of the supervision time spent with each student, using the Postgraduate Dissertation Supervision Record form. This will include time spent on providing support by different means including phone, e-mail and letter.
- (iv) A proportion of the dissertation supervision for students should take the form of group tutorials. Such supervision should not exceed 15 hours in total.
- (v) The maximum amount of individual dissertation supervision should not exceed 10 hours per student.
- (vi) Within the dissertation contract, it should be agreed that students are required to report to the dissertation supervisor at regular intervals, and are also required to produce draft versions of the dissertation.
- (vii) Supervisors should monitor student progress on a Postgraduate Dissertation Supervision Record Form, reporting absences from tutorials and taking any appropriate subsequent action.
- (viii) Students that require additional time and students that are re-submitting a dissertation will normally be required to pay for the additional supervision at an hourly rate.

13. *REFERENCING IN WRITTEN ASSIGNMENTS, DISSERTATIONS AND BIBLIOGRAPHIES*

You must acknowledge all sources of information and ideas from which you have drawn in the preparation of your work. Acknowledgments identify the intellectual owners of the ideas you have used, and failure to provide them constitutes a type of theft known as plagiarism. Plagiarism is a very serious academic offence. Your School will provide you with a Reference Guidance Handbook which will provide detailed guidelines on referencing.

14. *PLAGIARISM*

Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another ***without acknowledgement***, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When registering as a student at University of Wales: Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Blackboard or Moodle or via a dedicated email address. Academic Staff have been required, as part of your Blackboard/Moodle induction to alert you to JISC Turnitin software, through which both the student and the tutor can check for instances where the assignment contains sections that exactly mirror material found elsewhere on the internet. It is important that you use this system to check your work prior to final submission. In this way you can ensure that you have properly acknowledged all of your sources of information.

For submissions outside of the Blackboard/Moodle platforms, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

14.1 PLAGIARISM: REGULATIONS, PROCEDURE, AND PENALTIES

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 7 of the *Academic Quality Handbook*, which can be seen on the University intranet and website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Postgraduate Student Guide*.

14.2 AVOIDING PLAGIARISM

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected. All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for..': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism!

Study Skills and Information Research Skills

All students have access to study skills and information research skills support to assist them in their studies. Details of provision are available from the Learning Resources Centre and Student Services.

Topics covered include:

Searching the Internet for academic resources
Using the LRC catalogue, electronic journals and e-books
Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams
Athens accounts
Referencing
Using Blackboard / Moodle
One-to-one and group sessions available.

15. GRADUATE SKILLS FOR EMPLOYMENT

Upon graduation most students will begin the process of looking for paid employment. At one level, and a very important one, your University career should be seen as preparing you for the world of work, which is increasingly a world that lays a premium on flexibility and ability to adapt to changing situations. Within this context Personal Transferable Skills (PTS) and Professional Development Planning (PDP) have come to feature very prominently as important graduate attributes. PTS are skills acquired in the course of academic study which might be independent of the discipline in question and, therefore, transferable and usable in other contexts, including the world of work. PDP is the planning process through which you are able to reflect upon and analyse your personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities for you to acquire and develop your personal skills and plan your professional development in readiness for graduation.

Examples are as follows:

Problem Solving

A great deal of your work in this School could be categorised under this heading. It could require you to:

- ✓ define and identify the core of a problem
- ✓ investigate what resources are available to solve it
- ✓ enquire of, and research into, the available resources
- ✓ assess the relevance of data/information
- ✓ analyse data/information
- ✓ evaluate data/information
- ✓ display independent judgement of data/information

- ✓ relate data/information to a wider context
- ✓ data appreciation: draw conclusions from complex arrays of data
- ✓ organise and synthesise complex and disparate data
- ✓ apply knowledge and theories
- ✓ consider alternative strategies
- ✓ show flexibility/versatility in approach
- ✓ use observational/perceptive skills
- ✓ show resourcefulness

Managing/Organising

This heading relates basically to time- and work-management. It is concerned with the ability to:

- ✓ identify which items need to be done and the time scales involved
- ✓ evaluate each item
- ✓ formulate objectives, bearing in mind those evaluations
- ✓ plan work to achieve objectives/targets
- ✓ carry out work required
- ✓ cope and deal with change, i.e. new items
- ✓ withstand and deal with pressures
- ✓ ensure appropriate resources are available
- ✓ organise resources available
- ✓ show initiative
- ✓ demonstrate sustained effort
- ✓ make quick, appropriate decisions
- ✓ show personal motivation
- ✓ execute agreed plans

Team Work

Tutorials and seminars, and other methods of learning or assessment, give scope to show a capacity to:

- ✓ listen to others
- ✓ be aware of one's own performance
- ✓ observe others' performance, and use perceptions gained
- ✓ show assertiveness (set own agenda)
- ✓ co-operate with others
- ✓ constructively criticise
- ✓ produce new ideas or proposals
- ✓ clarify, test or probe others' ideas or proposals
- ✓ elaborate on own/others' ideas or proposals
- ✓ summarise: bring ideas together

Communication

This aspect of academic work is central. It places emphasis on such qualities as the ability to:

- ✓ explain clearly
- ✓ deal effectively with conflicting points of view
- ✓ develop a logical argument

- ✓ present data clearly and effectively
- ✓ take account of audience/reader in speech/writing
- ✓ show evidence of having marshalled facts
- ✓ give appropriate examples
- ✓ show enthusiasm and interest
- ✓ show critical reasoning
- ✓ use appropriate presentation techniques
- ✓ compare and contrast effectively
- ✓ listen and query where necessary
- ✓ discuss ideas, taking alternatives into account



UNIVERSITY OF WALES
Trinity Saint David
London

16. MODULES SPECIFICATIONS

**Master of Business Administration
(MBA)**

**LEVEL 7
Term 1**

SCHOOL OF BUSINESS

**Autumn 2012
October 2012**

16.1: Financial Management

SBMA7100

MODULE CODE:	SBMA7100
TITLE:	Financial Management
CREDITS:	20

1. MODULE INTRODUCTION

The role of the manager in the modern business environment demands a grasp of complex financial tools that are available. These are of primary importance in contributing to the success of an organisation's strategy.

This module attempts to explain to students how accounting is used by non-financial managers. The emphasis is on the interpretation, rather than the construction, of financial information. Users of financial information need to recognise the assumptions behind, and the limitations of, particular accounting techniques especially those relating to planning, decision and control. Students are encouraged to consider the financial impact of any management decisions that may need to be made.

Teaching sessions attempt to be interactive and will involve case study analysis, scenario building and discussions. This will facilitate the development of analytical, evaluation, communication, team and leadership skills through self-directed, discovery and peer assisted learning.

Assessment will be via one 4,000 word assignment

2. LECTURE PROGRAMME

- I. Introductory lecture
- II. An introduction to accounting
- III. Accounting and its relationship to shareholder value and corporate governance
- IV. Recording financial transactions and the principles of accounting
- V. Management control, accounting and its rational-economic assumptions
- VI. Interpretive and critical perspectives on accounting and decision making
- VII. Constructing financial statements: IFRS and the framework of accounting
- VIII. Interpreting financial statements
- IX. Accounting for inventory
- X. Using accounting information for decision making, planning and control
- XI. Marketing decisions
- XII. Operating decisions
- XIII. Human resources decisions
- XIV. Overhead allocation decisions

- XV. Strategic investment decisions
- XVI. Performance evaluation of business units

3. BIBLIOGRAPHY

3.1 Essential

- I. Atrill, P & McLaney, E. (2008). *Accounting and Finance for Non-Specialists*, (6th Ed). Financial Times/Prentice Hall
- II. Collier, Paul M. (2012). *Accounting for Managers*, 4th Edition, Wiley.

3.2 Additional reading

- I. Arnold, G . (2005) *Corporate Financial Management*, (3rd Ed). Financial Times/Prentice Hall.
- II. Atrill, P. (2009) *Financial Management for Decision Makers*, (5th Ed), Financial Times/Prentice Hall
- III. Drury, C. (2008) *Management and Cost Accounting*, (7th Ed). South Western Cengage Learning
- IV. McLaney, E.I. (2006) *Business Finance Theory and Practice*, (7th Ed). Financial Times/Prentice Hall
- V. Neale, B and McElroy, T. (2004) *Business Finance- A Value Based Approach*, (1st Ed), Financial Times/Prentice Hall

3.2 Journals

- I. Accounting
- II. Accounting Age
- III. Accounting and Business
- IV. Accounting and Business Research
- V. Harvard Business Review
- VI. Financial Management
- VII. The British Accounting Review
- VIII. International Financial Management and Accounting
- IX. Accounting and Finance
- X. Business Finance and Accounting

3.3 Useful Websites

- I. www.bized.co.uk
- II. www.ftmanagement.com
- III. www.ft.com

- IV. www.hescott.com
- V. www.accaglobal.com
- VI. www.cimaglobal.com
- VII. www.fma.org
- VIII. www.baa.group.shef.ac.uk

4. ASSESSMENTS

One assignment worth 100%.

4.1 ASSIGNMENT

(a) Select a company (A), together with its' direct competitor (B), both of whose shares are traded on the London Stock Exchange and whose shares currently form part of the FTSE-100 share index.

By investigating the most recently published financial accounts and cash flow statements of both companies, perform an analysis of their profitability, liquidity, performance and efficiency ratios.

Write a report addressed to the directors of A explaining both the similarities and the differences between both companies based on the ratios that you have calculated.

(Approximate length 2,000 words). (Weighting 50%).

(b) Company C, a large manufacturing company, is considering whether or not to invest in a new piece of equipment for a new production line at a cost of £1 million. Give a detailed critical explanation of the various financial issues that the company should take into consideration when deciding on the viability, or otherwise, of this investment.

(Approximate length 2,000 words). (Weighting 50%).

5. ASSESSMENT CRITERIA

5.1 Module Aim

This module is designed to provide students with an in-depth study of financial techniques and processes which enable management to evaluate and make strategic decisions in the context of competitive international environment.

5.2 Learning Outcomes

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

Research, apply and evaluate a variety of financial assessment techniques for application to a case study. Critically analyse and interpret qualitative and quantitative data, and present the findings, incorporating potential areas for further investigation which may improve a business's financial position.

Research, evaluate and critically discuss various issues, theoretical frameworks used in the management and control of financial resources.

5.3 Assignment Assessment Criteria

Assessment Criteria	Learning Outcome(s)	% of Marks
Analyse, interpret and critically assess the financial position of a business, incorporating conclusions, recommendations and advice to managers/directors.	1	50
Discuss and evaluate a variety of techniques used in the provision of managerial and financial information.	2	50

Assignment Marking Guide

Throughout this module, it is essential that the differences between cash and profit are fully understood. Students should attempt not only to calculate certain accounting ratios but also to choose which ratios are relevant in a given situation. It is important to show understanding of the differences between ratios that analyse profitability and those that analyse solvency and liquidity, together with an appreciation of the need for, and the control of, working capital.

16.2 Human Resource Management

SBMA7101

MODULE CODE:	SBMA7101
TITLE:	Human Resource Management
LEVEL:	7
CREDITS:	20
JACS CODE:	N600

1. AIM(S)

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

2. LEARNING OUTCOMES

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

- ✓ Critically review and appraise current research and advanced scholarship so to enable them to evaluate managerial and business environments; and analyse how resourcing an organisation is affected and informed by internal and external factors that in turn serve to influence the policies, procedures and processes adopted by the organisation
- ✓ Demonstrate a systematic understanding of current issues in HRM and IHRM within a variety of organisations so to enable them to manage effectively the design and implementation of fair, efficient and effective policies and procedures that serve to deliver upon the strategic aims of the organisation.

3. INDICATIVE CONTENT

- ✓ The history and context of HRM and a critical appraisal of the HR function, role and standing within varying sectors including small, medium and large enterprises nationally and internationally
- ✓ Organisation design, culture and development including the analysis of internal and external environments that impact upon the work of personnel professionals
- ✓ National and international employment markets from which organisations source and mobilise staff; how employment markets are evolving and/or changing
- ✓ Human resource planning processes employed by organisations and how these are now influenced by technology; including administering these processes lawfully, fairly, efficiently and effectively
- ✓ Socialising personnel into the organisation; building the business activist; employer bonding and branding

- ✓ Processes of managing performance; innovating new working practices; delivering outstanding customer service; breeding an environment where talent may grow; job design
- ✓ Ethics and professionalism; commitment to equality of opportunity; managing diversity

4. LEARNING AND TEACHING STRATEGY

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

The focus of the strategy is based on research and the practical application of theoretical models and concepts relevant to workplace scenarios detailed in a selection of pre-seen case study material. Throughout the module, students will be expected to take significant personal responsibility for their own learning and exercise initiative in the undertaking of all new learning experiences, both in and out of the classroom.

Focusing on the importance of managing human and organisational resources in developing and maintaining organisational success and competitive advantage, the module further aims to promote student confidence to enable them achieve an enhanced understanding of, and sensitivity to, the managerial dynamics and processes that influence the behaviours and performance of people at work.

The module aims to develop critical analysis, self-reflection and problem solving techniques to learn how to develop and implement the creative and strategic HR solutions that drive organisational performance. The approach therefore requires student-centred learning strategies. Seminars, tutorials and workshops will form the majority of the learning strategy to allow students to interact with material through case studies, group discussions and practical exercises. Students will also be encouraged to attend relevant guest speaker presentations and carry out their own research for dissemination to the rest of the group. Material for discussion in seminars and tutorials will be in a variety of formats such as DVD, documentary evidence, pod casts, case studies, questionnaires and presentations with plenty of opportunity for formative feedback regarding their critique and application of the material.

5. LECTURE TOPICS:

- I. Introduction to HRM
- II. The nature of HRM and Personnel Management
- III. Current issues in HRM
- IV. Recruitment, selection and evaluation process and practice
- V. Equal opportunities and diversity in the workplace
- VI. Employment Legislation
- VII. Performance Management
- VIII. Reward Systems and Reward Management
- IX. Dismissal issues and termination of employment
- X. Human Resource Development and Training
- XI. Employment Relations, Industrial Relations and Business Etiquett
- XII. International Human Resource Management
- XIII. Human resource management strategies I
- XIV. Human resource management strategies II
- XV. Human resource planning
- XVI. Human resource management and organisational culture
- XVII. Human Resource Management – Leadership and Change
- XVIII. Performance management – further development
- XIX. The Future of the Human Resource Management Function
- XX. Consolidation.

6. READING LIST

6.1 Essential Texts:

- I. Armstrong M. (2012) Armstrong's Handbook of Human Resource Management Practice 12th Ed.
- II. Henderson, I. (2011) Human Resource Management for MBA Students, London: CIPD

6.2 Background Reading:

- I. Beardwell, I. and Gold, J., (2009) Human Resource Development, Basingstoke: Palgrave Macmillan.
- II. Beardwell, J. Claydon, T. (2010) Human Resource Management: A Contemporary Approach, Financial Times: Prentice Hall
- III. Bratton J and Gold J (2012) Human Resource Management Theory and Practice 5th Ed Palgrave.
- IV. Cook, M. (2009) Personnel selection: adding value through people. 5th ed. Chichester: John Wiley.
- V. Dowling, P., Festing, M. and Engle, A. D. (2007) International human resource management: managing people in a multi-national context. 5th ed. London: Thomson Learning.
- VI. Edenborough, R. (2007) Assessment methods in recruitment, selection and performance: a manager's guide to psychometric testing, interviews and selection. London: Kogan Page.
- VII. Laroche, L. and Rutherford, D. (2007) Recruiting, retaining and promoting culturally different employees. Oxford: Butterworth Heinemann.
- VIII. Marchington, M. and Wilkinson, A. (2008) Human Resource Management at Work, Wiltshire: CIPD
- IX. Pilbeam, S. and Corbridge, M. (2006) People resourcing: contemporary HRM in practice. 3rd ed. Harlow: Financial Times / Prentice Hall.
- X. Taylor, S. (2008) People Resourcing, Fourth Edition, Wiltshire, CIPD
- XI. Taylor, S. (2010) Resourcing and talent management. 5th ed. London: Chartered Institute of Personnel and Development.

- XII. Torrington, D. Hall, L. Taylor, S and Atkinson, C. (2009)
Fundamentals of Human Resource Management: Managing People
at Work, London: Prentice Hall

6.3 Journals:

- I. British Journal of Management
- II. CIPD Journal 'People Management'
- III. Coaching at Work
- IV. Education and Training Journal
- V. Et alia
- VI. Harvard Business Review
- VII. HRM Review
- VIII. Human Resource Management Journal
- IX. Industrial and Labour Relations Review
- X. International Journal of Employment Studies
- XI. Journal of International Business Studies
- XII. Journal of Labour Economics
- XIII. Journal of Management Development
- XIV. Journal of Organizational Behaviour
- XV. Journal of Workplace Learning
- XVI. Management Today
- XVII. People and Strategy: Journal of the HR Planning Society
- XVIII. Personnel Review
- XIX. Personnel Today
- XX. Public Personnel Management
- XXI. Research and Practice in HRM
- XXII. Strategic HR Review
- XXIII. Strategic Management Journal
- XXIV. The Academy of Management Review
- XXV. The Journal of Business
- XXVI. The Journal of Human Resources
- XXVII. The Journal of Industrial Economics
- XXVIII. Work Employment and Society

6.4 Useful Websites:

- I. <http://www.cipd.co.uk/onlineinfodocuments/atozresources.htm>
- II. http://www.prospects.ac.uk/p/types_of_job/management_consultant_job_description.jsp
- III. www.acas.org.uk
- IV. www.berr.gov.uk
- V. www.cbi.org.uk
- VI. www.cipd.co.uk
- VII. www.cipd.co.uk/Journals
- VIII. www.cipd.co.uk/surveys
- IX. www.employment-studies.co.uk
- X. www.equalityandhumanrights.org.uk

- XI. www.hrmguide.co.uk
- XII. www.statistics.gov.uk
- XIII. www.wao.gov.uk

7. ASSESSMENT

Two Assignments – each worth 50%.

7.1 Assignment 1

Discuss and evaluate the view that, in an increasingly competitive market place for labour and goods, the strategic role of the Human Resource Manager has become critical to organisational success.

Assessment Criteria	% of marks
Evidence of background reading, research.	15
Use and application of academic theories, models, quotes, etc	20
Discussion, evaluation and analysis of key areas	35
Validity of conclusions and recommendations	20
Sound presentation in required essay format	10

The assignment must be in Essay format – word limit 2000 words (excluding Bibliography and Appendices).

7.2 Assignment 2

Select ONE topic from:

The developing strategic role of H R Managers in Human Resource Development

The developing international role of Human Resource Managers

The role of Human Resource Managers in Performance Management

and critically evaluate and explain the evolving Human Resource Managers role in the context of modern work organisations.

You may base this assignment on a chosen company or economy with the approval of your lecturer.

Assessment Criteria:	% of marks
Evidence of background reading, research, and use and application of academic theories, models etc.	20
Depth and scope of discussion and critical analysis in relation to chosen topic	30
Critical Explanation and Evaluation of the HR role	30
Validity of conclusions and recommendations	10
Sound presentation in required essay format	10

The assignment must be in Essay format – word limit 2000 words (excluding Bibliography and Appendices).

8. ASSESSMENT CRITERIA

8.1 Module Aim

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

8.2 Learning Outcomes

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

1. Critically review and appraise current research and advanced scholarship so to enable them to evaluate managerial and business environments; and analyse how resourcing an organisation is affected and informed by internal and external factors that in turn serve to influence the policies, procedures and processes adopted by the organisation
2. Demonstrate a systematic understanding of current issues in HRM and IHRM within a variety of organisations so to enable them to manage effectively the design and implementation of fair, efficient and effective policies and procedures that serve to deliver upon the strategic aims of the organisation

Students should note that the expectations and demands of work at Level 7 is higher than for undergraduate work Level 4-6) and that this will be reflected in the assessment and marking of the assignment below.

The expectations of students at Level 7 may be found in the Credit and Qualification Framework for Wales Level 7 Descriptor – February 2009.

Assignment 1: Assessment Criteria

Assessment Criteria	Learning Outcome(s)	% of Marks
Assignment 1	1	50%

Assignment 1 Marking Guide

- ✓ Evidence of sound background reading and research
- ✓ Clear evidence of understanding HRM and concepts used.
- ✓ Application to the set question
- ✓ Scholarship – use of approved referencing.
- ✓ Clear and logical structure /conclusions.

Assignment 2: Assessment Criteria

Assessment Criteria	Learning Outcome(s)	% of Marks
Assignment 2	2	50%

Assignment 2 Marking Guide

- ✓ Evidence of sound background reading and research
- ✓ Clear evidence of understanding HRM and concepts used.
- ✓ Application to the set question
- ✓ Scholarship – use of approved referencing.
- ✓ Clear and logical structure /conclusions.

16.3: Marketing Management

SBMA7102

MODULE CODE:	SBMA7102
TITLE:	Marketing Management
CREDITS:	20
JACS CODE:	N500

1. AIM(S)

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

2. LEARNING OUTCOMES

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

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

3. INDICATIVE CONTENT

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

4. LEARNING AND TEACHING STRATEGY

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

The focus of the strategy is based on research and the practical application of theoretical models and concepts relevant to workplace scenarios detailed in a selection of pre-seen case study material. Throughout the module, students will be expected to take significant personal responsibility for their own learning and exercise initiative in the undertaking of all new learning experiences, both in and out of the classroom.

Focusing on the importance of managing marketing activities in developing and maintaining organisational success and competitive advantage, the module further aims to promote student confidence to enable them achieve an enhanced understanding of the wide variety of marketing channels and tools available to organisations.

The module aims to develop critical analysis, self-reflection and problem solving techniques to learn how to develop and understand the creative marketing solutions that underpin successful campaigns. The approach therefore requires student-centred learning strategies. Seminars, tutorials and workshops will form the majority of the learning strategy to allow students to interact with material through case studies, group discussions and practical exercises. Students will also be encouraged to attend relevant guest speaker presentations and carry out their own research for dissemination to the rest of the group. Material for discussion in seminars and tutorials will be in a variety of formats such as DVD, documentary evidence, pod casts, case studies, questionnaires and presentations with plenty of opportunity for formative feedback regarding their critique and application of the material.

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

	<u>Hours</u>
Lectures/Tutorials/Seminars	40
Directed/Independent Learning	160
TOTAL	<u>200</u>

5. ASSESSMENT

5.1 Assessment Component 1

Coursework 75% One 3000 word essay

Critically assess how the contribution of a chosen organisation's marketing department adds value to the organisation. The choice of organisation must be approved by your lecturer.

Assessment Criteria – component 1	% of marks
Evidence of background reading, research.	15
Use and application of academic theories, models, quotes, etc	20
Critical discussion, evaluation and analysis of key areas	35
Validity of conclusions and recommendations	20
Sound presentation in required essay format	10

5.2 Assessment Component 2

Presentation 25% - 10 minute presentation or equivalent to 1000 words

You are required to identify and critically analyse a contemporary marketing issue of your choice and highlight any possible future developments that may result from it.

Assessment Criteria – component 2	% of marks
Evidence of background reading, research.	15
Identification and description of chosen marketing issue	30
Discussion, evaluation and critical analysis of key areas	35
Validity of conclusions and recommendations	10
Presentation	10

6. ASSESSMENT CRITERIA

Learning Outcomes	To achieve the learning outcome, the student must demonstrate the ability to:	Assessment Component(s)
1. Critically appraise key marketing activities and the contribution of the marketing department to the organisation.	Analyse and critically appraise marketing management with a view to adding value.	1 & 2
2. Anticipate and evaluate future developments in the field of marketing especially through technology.	Evaluate theoretical models in application to the case in a logical manner. Review technology challenges and opportunities to enhance an organisation's competitive strategy.	2

7. BIBLIOGRAPHY

7.1 Essential

Hooley, G.J., Saunders, J.A. & Piercy N.F. (2011) *Marketing Strategy and Competitive Positioning*, 5e. Essex, Prentice Hall International.

7.2 Recommended

- I. Baker, M & Saren, M (2010) *Marketing Theory: a student text*, Sage.
- II. Beller, K., Weiss, S. & Patler, L. (2007) *The Consistent Consumer*, Sedona AZ, LTS Press,
- III. Brassington, F. & Pettit, S., (2010) *Principles of Marketing*, Harlow: FT Prentice Hall.
- IV. Chaffey, D., Ellis-Chadwich, F (2012) *Digital Marketing: strategy, implementation and practice*. 3e, Pearson.
- V. Christopher M., Payne, A & Ballantyne, D. (2002) *Relationship Marketing*, Oxford, Butterworth-Heinemann.
- VI. Clowe K, and Becke D, (2013) *Integrated Advertising, Promotion and Marketing Communications* 6e, Prentice Hall
- VII. de Chernatony, L & McDonald, M. (2010) *Creating Powerful Brands*, 4e Oxford, Butterworth-Heinemann.
- VIII. Dibb, S., Simkin, L. M. and Ferrell, O. C., (2012) *Marketing: Concepts and Strategies*, 6e. Cengage Learning EMEA

- IX. Evans, M, Jamal, A & Foxall, G (2009) *Consumer Behaviour*, 2e, Oxford, Wiley.
- X. Lodziak, C. (2011) *The Myth of Consumerism*, London, Pluto Press,
- XI. McDonald, M & Wilson, H (2011) *Marketing Plans and how to use them*, 7e, Wiley
- XII. Parsons, E. & MacLaran, P. (2009) *Contemporary Issues in Marketing and Consumer Behaviour*, London, Butterworth Heinemann.
- XIII. Smith, B. (2005) *Making Marketing Happen*, Oxford, Elsevier.
- XIV. Solomon, Bamossy, Askegaard & Hogg (2010), *Consumer Behaviour – a European Perspective* 4e FT Prentice Hall

7.3 Journals

- I. Journal of Strategic Marketing
- II. Journal of Marketing Management
- III. Journal of Marketing
- IV. Journal of Marketing Research
- V. Marketing
- VI. Marketing week

7.4 Websites

- I. <http://www.brandrepublic.co.uk>
- II. <http://www.cim.co.uk>
- III. <http://www.shapetheagenda.com>
- IV. <http://www.mad.co.uk>
- V. <http://www.bized.co.uk>
- VI. <http://www.economist.com>

LECTURE TOPICS:

- I. Introduction to Marketing
- II. The Marketing Environment
- III. Segmentation, Targeting and Positioning
- IV. Marketing Research
- V. Competitive Intelligence
- VI. Marketing Strategy
- VII. Consumers in the Market Place
- VIII. Individual Consumer Behaviour
- IX. Branding
- X. The Marketing Mix – Part 1
- XI. The Marketing Mix – Part 2
- XII. Marketing Communications
- XIII. Customer Relationship Marketing
- XIV. Promotional Strategies
- XV. Marketing Communication Plans
- XVI. Marketing Communications Plans – Part 2
- XVII. Advertising
- XVIII. Direct Marketing & PR
- XIX. Marketing Ethics & Social Responsibility
- XX. Postmodern Marketing

17. ASSESSMENT SCHEDULE

Term	Module Code	Module name	Assessment 1			Assessment 2		
			Weightage	Due	Submission Type	Weightage	Due	Submission Type
Term 1	SBMA7100	Financial Management	100%	11 Jan 2013	Moodle			
	SBMA7101	Human Resource Management	50% Essay	14 Dec 2012	Moodle	50% Essay	7 Jan 2013	Moodle
	SBMA7102	Marketing Management	75% Essay	9 Jan 2013	Moodle	25% Presentation	Week Starting 17 Dec 2012	Moodle