



ICON College of Technology and Management

BSc (Hons) Business and Management 3 Year Course Handbook 2021 -2022

Course Title: BSc (Hons) Business and Management

Course Code: ICON002 BSc-BM

Key Information

Award: BSc (Hons) Business and Management
Course ID: ICON002 BSc-BM
Location: ICON College of Technology and Management, London
Awarding Institution: Falmouth University
Credit Value: 360 Credits
Course Structure: 16x20 credits; 1x40 Research Project (Dissertation)
Duration: 3 year
Academic year: 2021 -2022
Mode of Study: Full Time
Language of study: English
Course Fees: £7500
Timetables: Day, Evening and Weekend

Introduction

ICON College of Technology and Management offers a BSc (Hons) Business and Management in partnership with Falmouth University, a TEF Gold rated University. Our students will get opportunities of having guest speakers from different industries and visit industry and business Expo events held in London.

The aim of the course is to enable students to build essential skills, including employability and entrepreneurial skills, together with developing attitudes and emotional aptitude toward a career in business management. Students will also have the opportunity to gain skills and knowledge about basic management functions required to develop their career potential. Students will explore the challenges of building confidence, self-management, making critical judgement, acquiring technical expertise, cultural perspectives and leadership skills.

Entry Requirements

To meet the entry criteria for admission, a candidate must have:

A minimum of two completed A-Levels D and above, a BTEC Level 3 or BTEC Extended Diploma; or Equivalent of A-Level Qualification based on NARIC, 4 GCSEs C and above and 3 Years' Experience.

Alternative entry to the course is through the Integrated Foundation Year Course;

IELTS 5.5 in Reading, Writing, Speaking and Listening or Equivalent.

Course Map – BSc (Hons) Business and Management.

Level 4

Study Block 1	Study Block 2
BM 101 Business Environment and Marketing Trends 20 Credits (Level 4) Compulsory module	BM 104 Operations and Information Management 20 Credits (Level 4) Compulsory module
BM 102 Development Skills for Management and Work- Life Balance (Level 4) 20 Credits Compulsory module	BM 105 Contemporary Management 20 Credits (Level 4) Compulsory module
BM 103 Concept of Innovation in Business 20 Credits (Level 4) Compulsory module	BM 106 Financial Resources and Decision Making 20 Credits (Level 4) Compulsory module

Level 5

Study Block 1	Study Block 2
BM 107 Managing Small Business Enterprise 20 Credits (Level 5) Compulsory module	BM 110 International Business and Marketing 20 Credits (Level 5) Compulsory module
BM 108 Strategic Human Resource Management 20 Credits (Level 5) Compulsory module	BM 112 Sustainable and Responsible Management 20 Credits (Level 5) Compulsory module
BM 109 Organisational Behaviour 20 Credits (Level 5) Compulsory module	BM 111 Project Management in Business 20 Credits (Level 5) Compulsory module

Level 6

Study Block 1	Study Block 2
BM 113 Strategic Management 20 Credits (Level 6) Compulsory module	BM 116 Marketing in the Digital Age 20 Credits (Level 6) Compulsory module
BM 114 Managing Change 20 Credits (Level 6) Compulsory module	BM 115 Leadership Theory and Practice 20 Credits (Level 6) Compulsory module
BM 117 Research Project (Part 1) 40 Credits (Level 6) Compulsory module	BM 117 Research Project (Part -2) 40 Credits (Level 6) Compulsory module

Course specific Employability Skills

On completion of this course students should be able to demonstrate the following employability skills:

- Collaborative and Team working: To work as part of a team, including building and maintaining relationships; learn to actively contribute to discussions and support co-workers; able to negotiate and engage in conflict resolution in group projects; and show emotional intelligence and empathy towards team members.
- Self-management and Personal Development: To build and develop skills to manage oneself; to recognise and assess personal strengths and weaknesses and develop skills to overcome weaknesses as well as to use strengths for personal advantage; to learn and acquire key personal skills such as effective time management, self-reflection, and critical assessment of personal work.
- Being Commercially Aware and Business-wise: To have the ability to be able to identify business opportunities and gain working knowledge of business operations; to gain an understanding of professional practices and able to manage risk and failure; able to assess the role and impacts of technology and understand the role of innovation in business operation and gain awareness of cultural change on industry and the importance of social and environmental responsibility.
- Problem-Solving and Decision-Making: To think rationally and logically and being able to identify appropriate problem-solving methods for given scenarios; to apply appropriate problem-solving methods systematically, screen observations and research outcomes to detect the sources of problems and find solutions as well as to make appropriate decisions given the limitation of options.
- Effective Leadership Skills: To understand leadership skills as an important trait and able to identify various styles and approaches to leadership and apply them in business and social settings being culturally sensitive and possessing emotional intelligence when dealing with people; and able to communicate with clarity and persuasion.
- Research and Analysis: To understand the research process and gain the skills to carry out research in a directed and systematic way to identify business related issues such as new product development and solving other operational related problems and able to identify and collect relevant data and analyse it.
- Understanding Data: To understand how to generate useful information to make sound decisions; data literacy in a variety of contexts, including data gathering and quantitative skills to analyse data for business solutions; trend analysis, estimating and modelling business problems, understanding operational functions and customer requirements, which all require managers to understand data.
- Critical Reflection: To reflect on personal strengths and weaknesses as well as on a variety of business scenarios and able to assess the risk involved; the ability to make realistic judgements on possible outcomes and consider any decision from multiple angles together with critical reflection to make sound decisions.
- Communication: To express oneself effectively and with clarity while understanding expected professional standards particularly in written and spoken communication; the gaining of skills in digital, visual and in-person communication; and being able to communicate in a business setting with confidence and make effective presentations.

- **Project Management:** To plan and deliver a project in response to a brief and having the ability to organise resources, collaborate with project teams and partners, and manage time and budgets effectively.

Career and Future Study Opportunities

The skills offered as part of the BSc (Hons) Business and Management can provide graduates with the opportunity to work in many different sectors. After completing the course, students will have the opportunity to either pursue a career in:

- Small business enterprise as an owner/manager
- Entry-level and junior management roles in a variety of sectors
- Entry-level administrative positions in multilateral organisations
- Consultancy positions as associates

Or pursue further studies at postgraduate level in:

- Entrepreneurship
- Management Research
- Business Administration

Structure of Course Delivery

The overall aim of higher education has changed during the past decades. In the field of business and management the emphasis is now very much on gaining essential skills to be an effective manager or an entrepreneur-manager and this focus requires graduates to have both theoretical and evidence-based practical skills. The employability skills noted in the earlier parts of this document, such as working in collaboration, understanding data, research and analysis, problem-solving, critical thinking, communication skills and self-management, are all crucial elements of learning that present-day educators need to consider when delivering a course in business and management. The BSc (Hons) course at ICON College of Technology and Management (ICTM) has been designed to deliver these expectations.

During the four year-period of the course, students will be introduced to a range of business scenarios, together with relevant theoretical frameworks, to enable them to begin to think critically and make decisions in practical settings.

Students will be encouraged to understand and appreciate management concepts and models as well as the underlying theoretical frameworks in business management through Level 4 modules. Modules will include: Business Environment and Marketing Trends, Operations and Information Management, Contemporary Management, and Financial Resources and Decision Making. Additional modules will include: Development Skills for Management and Work-life Balance, and Concepts of Innovation.

In Level 5 modules are designed to complement what the students have learned in Level 4 and provide an opportunity to further explore the application of business and management models and concepts. While the modules of Organisational Behaviour and Strategic Human Resource Management further enrich the students' theoretical foundation in management, other modules of Sustainability and Responsible Management and International Business and Marketing as well as Project Management and Managing Small Business Enterprise provide opportunities for the students to apply what they have already learned. Managing Small Business Enterprise, Sustainable and Responsible Management and Project Management are practical modules where students will be required to demonstrate their ability to apply theory in real- world settings.

The Level 6 modules provide further opportunities for students to demonstrate their ability to apply knowledge. Level 6 modules are rather more demanding and expect students to show how useful

their skills and knowledge have developed when applied in real-life settings. Delivery of modules focusing on Leadership Theory and Practice, Strategic Management, Managing Change and Marketing in the Digital Age will embed relevant employability skills to prepare students for effective management careers. The Dissertation module provides an opportunity to explore a topic whereby the student undertakes an in-depth, faculty supervised, investigation of a business or management problem involving a critical review of literature. This module requires the student to show a high level of self-management and critical reflection, creativity and professional presentation skills.

The College will adopt a variety of appropriate methods for the delivery of modules throughout the course to meet the module expectations and learning outcomes. The delivery will be flexible to accommodate both the learning styles of the students and the diversity of the module contents. Using state-of-the-art technology available for teaching, tutors will be able to use the classroom environment to deliver lectures, seminars, workshops, and tutorials involving either a block of students or one-to-one tutorials for dissertation or project supervision. Industry visits and field trips, as well as guest lectures, are also standard aspects of teaching/learning delivery.

Throughout the module delivery, through formative assessment, tutors will be urged to keep track of students' achievement in gaining specific employability skills as outlined as relevant to specific module. In addition, guest lectures from industries and businesses will share their experience of employability skills required to manage a business. For specific modules in Levels 5 and 6 of the course, special workshop sessions formative assessment will be used to assess the students' level of achievement in employability skills such as critical thinking, creativity, research and analysis, team working and self- management.

The College is also committed to Research-informed Teaching (RIT) where teaching will be research-led. Students will be taught research findings in their field of study, they will learn the research processes and methodologies, they will learn through critique and discuss between themselves staff and, most important, they will learn as researchers in such modules as Operations and Information Management, Organisational Behaviour, Leadership Theory and Practice and Dissertation. Research-led teaching therefore supports student engagement within and beyond the formal curriculum, furthering knowledge and understanding, it increases student engagement, their research and communication skills and enhances their skills for employment and expansion of their capacity for lifelong learning.

Course Assessment Strategy

This course makes use of a range of assessment methods to meet the module learning outcomes and employability skills. All students will also need to submit a dissertation based on an independent piece of research undertaken during the final stage of the course. Individual presentations aimed at developing the students' communication and oratory skills are used to enable students develop the ability to express ideas, concepts and thoughts. This addresses modern industry requirements for graduates to be able to present information confidently.

The assessment strategy aims to measure the skill and competence of the individual students by means of a structured and integrated approach to a defined coursework schedule. A coursework descriptor will be issued with each element of assessment, which will provide details and guidance notes on the specified requirements.

Formative assessment and feedback: Formative assessments are useful ways to track students' progress during the term and forms an integral part of the course delivery at ICON College. However, students will not receive any marks or grades for these assessments. At least two formative assessment sessions are expected in every module, except the Dissertation module where students' progress will be monitored throughout the process by an assigned supervisor who carries out frequent formative assessments at different stages of the development of the project.

During formative feedback sessions the tutor and the student will be able to discuss the progress,

deficiencies, and ways of improving their work. It is an opportunity for the students to receive constructive feedback on their work at different stages. Formative assessment and feedback will help the students in the preparation for summative assessment. As for the entire course, formative assessment and feedback received in Levels 0 and 4 modules may have some bearing on the Level 5 modules but Level 6 modules are designed to enable students to pursue their interests independently and confidently with a reflective content in the assessment.

Summative assessment: This remains a key assessment method used by the College. Summative assessment consists of a variety of methods by which students' achievement in learning will be tested against the pre-defined learning outcomes for each module. All modules will be assessed by a minimum of two summative assessment methods. All modules will be assessed using the ICON College Common Assessment Criteria.

Students will have an opportunity to receive one-to-one summative feedback from the module tutor. This feedback session will enable the students to identify any deficiencies and areas for improvement and further development.

Assessment Methods: Modular assessment methods reflect the specific Aims and Learning Outcomes. Assignments remain the key method of assessment and are designed to facilitate learning and how students develop knowledge along with critical and reflective thinking. The Module Guide provides an explanation on how each module will be assessed. The following are typical assessment methods used in this course:

CA: Coursework Assignment

DE: Dissertation

PO: Portfolio

CT: Class Test

PP: Presentation and Pitches

CR: Critical Review

EX: Examination

OT: Other types of assessment such as Case study, Blog, Essay, Problem solving, Financial Report, etc.

TPA Table

Module Code	Level	Module Name	Credits	Study Block	Compulsory (C)	Assessment Methods*	Contributing towards the Learning Outcomes* (Taught (T), Practiced (P) and/or Assessed (A))							
							1	2	3	4	5	6	7	8
		Level 4												
BM101	4	Business Environment and Marketing Trends	20	1	C	OT PP		TPA	TPA			TPA		
BM102	4	Development Skills for Management and Work-life Balance	20	1	C	PO PP			TPA		TPA	TPA		
BM103	4	Concept of Innovation in Business	20	1	C	PO PP		TPA		TPA	TPA			TPA
BM104	4	Operations and Information Management	20	2	C	PO OT	TPA		TPA			TPA		
BM105	4	Contemporary Management	20	2	C	CA OT			TPA	TPA		TPA		
BM106	4	Financial Resources and Decision Making	20	2	C	OT PP		TPA		TPA		TPA		
		Level 5												
BM107	5	Managing Small Business Enterprise	20	1	C	CR OT PP		TPA			TPA			TPA
BM108	5	Strategic Human Resource Management.	20	1	C	CR OT				TPA	TPA	TPA		

BM109	5	Organisational Behaviour	20	1	C	CA OT PP	TPA			TPA	TPA			
BM110	5	International Business and Marketing	20	2	C	PO CS PP					TPA	TPA		TPA
BM111	5	Project Management in Business	20	2	C	CA CR PP			TPA		TPA	TPA		
BM112	5	Sustainable and Resp. Management	20	2	C	PO OT			TPA			TPA	TPA	
		Level 6												
BM113	6	Strategic Management	20	1	C	CA OT PP					TPA	TPA		TPA
BM114	6	Managing Change	20	1	C	CR OT						TPA	TPA	TPA
BM115	6	Leadership Theory and Practice	20	2	C	PO CR	TPA					TPA		TPA
BM116	6	Marketing in the Digital Age	20	2	C	CA CR PP	TPA	TPA						TPA
BM117	6	Research Project	40	2	C	DE PP	TPA	TPA			TPA			TPA

Learning Outcomes	Learning Outcomes	Assessment Methods	Assessment Methods
01 Research	07 Industry	CA Coursework	EX Examination
02 Knowledge	08 Evaluation	DE Dissertation	OT Other types of assessment such as Case Studies, Blog, Essay, Problem solving, Financial report, etc.)

03 Analysis		PO Portfolio	
04 Application		CT Class Test	
05 Professional Practice		PP Presentations and Pitches	
06 Process		CR Critical Review	

Course Learning Outcomes Level 4-6 (BSc Hons) Business and Management

Students who have successfully completed the BSc (Hons) Business and Management would be expected to demonstrate the following learning outcomes:

LO name	Level 4	Level 5	Level 6
1 Research	Identify and use research- informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data/ information and undertaking research and report writing.	Apply the main quantitative and qualitative research methods and demonstrate academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.
2 Knowledge	Describe the essential facts, concepts, theories, and principles in relation to the subject.	Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject	Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.
3 Analysis	Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well- argued account with appropriate and sufficient amount of evidence to support analysis.	Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.
4 Application	Explain the skills needed in the application of concepts and theories to a business/sector management process.	Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management

5 Professional Practice	Identify the attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation.	Apply professional practice in real world situation: ethically- informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement.	Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.
6 Process	Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.
7 Industry	Describe the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real- word situation.	Illustrate the ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	Contribute to the development of creative and ethical leadership skills in a real-world environment, contribute and evaluate
8 Evaluation	Identify the issues and material leading to making rational judgements	Analyse the issues and materials which may have some significance leading to making rational judgement	Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification

Note: Integrated Foundation Year Modules follow individual Learning outcomes (LOs) which are common to all the College BSc (Hons) and BA Courses.

COMMON ASSESSMENT CRITERIA

Learning Outcome	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT	EXCEPTIONAL
	0-29%	30-39%*	40-49%	50-59%	60-69%	70-84%	85-100%
Research	Little or no evidence of reading. Views and findings unsupported and non-authoritative. Referencing conventions largely ignored.	Poor evidence of reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Referencing conventions used inconsistently.	References to a limited range of mostly relevant sources. Some omissions and minor errors. Referencing conventions evident though not always applied consistently.	Inclusion of a range of research-informed literature, including sources retrieved independently. Referencing conventions mostly consistently applied.	Inclusion of a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing conventions, consistently applied.	A comprehensive range of research informed literature embedded in the work. Excellent selection of relevant and credible sources. High-level referencing skills, consistently applied.	Outstanding knowledge of research-informed literature embedded in the work. Outstanding selection of relevant and credible sources. High-level referencing skills consistently and professionally applied.
2. Knowledge	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Evidence of basic knowledge and understanding of the relevant concepts and underlying principles.	Knowledge is accurate with a good understanding of the field of study.	Knowledge is extensive. Exhibits understanding of the breadth and depth of established views.	Excellent knowledge and understanding of the main concepts and key theories. Clear awareness of challenges to established views and the limitations of the knowledge base.	Highly detailed knowledge and understanding of the main theories/concepts, and a critical awareness of the ambiguities and limitations of knowledge.
3. Analysis	Little or no ability to critically engage with and analyse information and formulate reasoned arguments.	Some ability to critically engage with and analyse information and formulate reasoned arguments	Adequate ability to critically engage with and analyse information and formulate reasoned arguments.	A competent ability to critically engage with and analyse information and formulate reasoned arguments.	A very good ability to critically engage with and analyse information and formulate reasoned arguments	An excellent ability to critically engage with and analyse information and formulate reasoned arguments	An outstanding ability to critically engage with and analyse information and formulate reasoned arguments.

4. Application	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited innovative and creative ideas	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application flawed innovative ideas.	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application and basic innovative ideas.	A good and appropriate application of standard methods, materials, tools and/or techniques. Good appreciation of the context of the application, with some use of examples, where relevant and evidence of innovative ideas.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive use of examples, where relevant. Evidence of some innovation ideas.	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, with extensive use of relevant examples. Application and deployment extend beyond established conventions. Innovation evident throughout.	Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques and evidence of outstanding innovative ideas
5. Professional Practice	Communication media is inappropriate or misapplied. Little or no evidence of autonomy in the completion of tasks. Work is poorly structured and/or largely incoherent.	Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence	Can communicate in a suitable format but with some room for improvement. Can work as part of a team, but with limited involvement in group activities. Work lacks coherence in places and could be better structured.	Can communicate effectively in a suitable format, but may have minor errors. Can work effectively as part of a team, with clear contribution to group activities. Mostly coherent work and is in a suitable structure.	Can communicate well, confidently and consistently in a suitable format. Can work very well as part of a team, with very good contribution to group activities. Work is coherent and fluent and is well structured and organised.	Can communicate professionally and, confidently in a suitable format. Can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Work is coherent, very fluent and is presented professionally.	Can communicate with an exceptionally high level of professionalism. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Work is exceptionally coherent, very fluent and is presented professionally.
6 Process	Little or no ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity	Some ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.	An adequate ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity	Competent ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.	Very good ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity	Excellent ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity	Outstanding ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity
7 Industry	Little or no ethically informed real-world experience of industry/business environments and markets.	Some ethically informed, real-world experience of industry/business environments and markets.	An adequate, ethically informed, real-world experience of industry/business environments and markets.	A competent, ethically informed, real-world experience of industry/business environments and markets.	A very good, ethically informed, real-world experience of industry/business environments and markets.	An excellent, ethically informed, real-world experience of industry/business environments and markets.	An outstanding, ethically informed, real-world experience of industry/business environments and markets.
8 Evaluation	Little or no evaluation and synthesis of issues and material	Some evaluation and synthesis of issues and material	Some critical evaluation and synthesis of key issues and material	Critical evaluation and synthesis of complex issues which does not include an original approach	Critical evaluation and synthesis of complex issues and material which includes an original approach	Critical evaluation and synthesis of complex issues and material which includes an original and reflective approach	Critical insightful evaluation and synthesis of complex high level of originality and reflection.

Degree classification

The classification of the degree shall be determined in accordance to the following criteria:

First Class (1):

- Students achieving an overall mean score of 70% or above.
- Students achieving an overall mean score of between 68% and 70% with at least 60 Level 6 credits at above 70% with the approval of the Assessment Board.

Upper Second Class (2:1):

- Students achieving an overall mean score of between 60% and 69%.
- Students achieving an overall mean score of between 58% and 60% with at least 80 Level 6 credits at above 60% with the approval of the Assessment Board.

Lower Second Class (2:2):

- Students achieving an overall mean score of between 50% and 59%.
- Students achieving an overall mean score of between 48% and 50% with at least 80 Level 6 credits at above 50% with the approval of the Assessment Board.

Third Class (3):

- Students achieving an overall mean score of between 40% and 49%.

Assessment Regulations

Students submit assignments through the ICON VLE where a check for plagiarism is made and feedback from the tutor is provided. A student will not be able to submit their assignments if their attendance is low and is not in line with College attendance policy. A student can only submit their assignment if s/he has met attendance requirements

Any assignment submitted later than two weeks after the deadline (Final & Late) will not be accepted. The assignment will be submitted in the resubmission time.

Where circumstances beyond the student's control impact negatively on an assessment opportunity, a student may submit a claim for exceptional extenuating circumstances and their work will be not be capped at Pass if it is accepted.

A student who, for the first assessment opportunity and resubmission opportunity, still failed to pass the module, will be allowed to repeat the module. The module will be capped at Pass and can be repeated only once.

Student Support

The College assigns every student a designated Personal Tutor who is available by appointment throughout the academic year. The Personal Tutor is the first contact point at the College who would act as a mentor, and guide the student who encounters non-academic problems, e.g., financial hardship, accommodation matters, learning disabilities. All Personal Tutors will be expected to have online personal tutor meetings with each of their tutees at least once a semester.

The aims of the Personal Tutoring System are:

- To ensure a student has someone who provides general advice and can point him/her in the

- direction of other resources in place to support the student.
- To ensure a student has someone who will support the student academic progression and identify any problems.
- To ensure that a student has a named person they can go to for support.

The College has a Hardship Fund intended to provide support to all students who are experiencing exceptional financial difficulty during their studies.

The College provides pastoral care and counselling through a Private a Therapy Clinic (which is an external healthcare company). A Student Career and Welfare Officer is available for published hours each week (including Saturdays) to provide counselling and welfare advice to ensure equality of access to provision.

The College has two members of staff, including the College Student Career and Welfare Officer, to provide advice regarding academic transition and progression following Course completion. The members of staff publish their availability on a noticeboard outside their office detailing the time each week they are available to provide this advice, including in the evening.

The College is committed to providing equality of access to education to all students through disability support services. The Student Career and Welfare Officer is responsible for liaising with the student and the relevant staff to implement all reasonable measures.

Evaluation and Revision

- The Assessment Board receives and evaluates the external examiner's reports every year and evaluates the standard achieved by the students and the quality of the provision of their work. They then produce a report for submission the Academic Board.
- The College also provides feedback on assignments to students through an online Formative Feedback Forum
- The internal moderator checks a range of assessment decisions for all assessors and modules by sampling some of the assignments. In case of unexpected assessment decisions (e.g., everybody achieving First Class in the assignment), additional sampling will be conducted on individual modules/assessors.
- The Academic Board has the responsibility to oversee the management of academic standards and quality of teaching and learning for all Courses and for ensuring that the requirements of the College are fulfilled.

Further Information

See the ICON College <https://www.iconcollege.ac.uk> for more information about the BSc (Hons) Business and Management.

Course Handbook in PDF

Download Course Handbook in PDF

General Module Information

Status	Draft
Module Name	Business Environment and Marketing Trends
Module Code	BM 101
Credit Value	20
Level and Study block	4, Study Block 1
Pre-requisites	
Named Module Leader	Dr Gilbert Zvobgo
Module Delivery Team	Dr Gilbert Zvobgo, Dr Fidelis Akanga, Mr Christopher Ngwasiri, Dr Svitlana Shevelova

Module Aim

To provide an overview of the complex nature of the business environment, including marketing trends and how businesses should continuously study the external environment and adapt their businesses accordingly.

Summary Module Description

Businesses make up a hugely significant aspect of global society and provide both goods and services for people to use and employment for a large proportion of the population. Businesses operate in a dynamic environment that has a direct influence on how they operate and whether they will achieve their objectives or not. It is important that organisations understand the external context within which businesses operate and the opportunities and challenges it poses to entrepreneurial firms, large and small, particularly economic, financial, political/legal, technological and cultural challenges. The external environment influences the choices and compromises to be made and their implications on the objectives of the organisations and on their ability to remain competitive. Organisations need to constantly measure and monitor what is happening in their environment.

Students will learn the importance of various aspects of the changing business environment, including marketing trends, and their impact on business operations and strategy. The module provides students with an appreciation of the business difficulties faced; the variety of factors influencing the choices and compromises to be made in international businesses, and the implications of those for the future viability and effectiveness of the organisations concerned. Students will examine the major issues and challenges posed by the business environment and changing marketing trends.

Module-Specific Employability Skills

- Contemporary decision making
- Critical analysis of management practices
- Analysing the business environment
- Self-management

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research- informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data/information and undertaking research and report writing	None
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	KNOWLEDGE
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	ANALYSIS
4		Explain the skills needed in the application of concepts and theories to a business/sector management process.	None
5		Identify the attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation	
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	PROCESS
7		Describe the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real- word situation.	None
8		Identify the issues and material leading to making rational judgements	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
OT	Essay (1,000-1,500 words)	80	2, 6	Compulsory
PP	Presentations and pitches (individual presentation)	20	3	

The following codes for assessment methods apply

OT	Essay
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PP	Presentations and pitches
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Assessment criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	24
Seminar	14
Tutorial	15
Workshop and Feedback	15
Independent Learning Hours:	132

Indicative list of resources

Agarwal, J. and Wu, T. (eds). (2018). *Emerging Issues in Global Marketing*. Springer International Publishing.

Brooks, I.; Weatherston, J. and Wilkinson, G. (2011). *The International Business*. Financial Times Press.

Keillor, B. D. (2113). *Understanding the Global Market: Navigating the International Business Environment*. Praeger.

Logan, T. (2014). *Profiting from Market Trends*. Wiley.

Morrison, J. (2020). *The Global Business Environment*. Red Globe Press.

Needle, D. and Burns, J. (2019). *Business in Context*, (7th ed). Cengage Learning, EMEA Cheriton House, North Way Andover, Hampshire.

Academic Journals:

Corporate Governance: An International Review
Cross-Cultural Research
Corporate Social Responsibility and Environmental
Management Journal of International Business
Studies

Journal of International Management
International Journal of Business Environment Management
International Review

The Wall Street Journal

World Economic Outlook, Washington, DC: IMF
World Development Report, Washington, DC: IMF
World Investment Report: UN

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Development Skills for Management and Work- Life Balance
Module Code	BM102
Credit Value	20
Level and Study block	4, Study Block 1
Pre-requisites	
Named Module Leader	Prof Zakir Hossain
Module Delivery Team	Prof Zakir Hossain, Dr Mahnaaz Siddiqui, Dr Walter Gunetilleke, Mr Tony Doherty, TBA

Module Aim

To provide an overview of the development of different skills for management which enable them to work professionally and a critical understanding of how these skills help in ensuring their work-life balance (which is the amount of time and focus a person gives their work versus other aspects of life).

Summary Module Description

The module focuses on the development of professional skills for managers which enable them to balance work and individual life. With the development of technology, the lifestyles of people have changed, so is the nature of competition organisations face. People's lifestyles, tastes and preferences have changed. Consequently, management professionals are now faced with an extremely challenging and competitive business environment which forces them to meet the needs of the different stakeholders. They should improve their skill levels regularly to cope with changes even if they do not have the support of employers. Employers on the other hand have changed their attitude and styles. They have changed their strategies to invest in human capital or even if they invest, they strategically invest in developing only selected employees probably due to limited financial resources. This creates a conflict between the employers and managers will plan for their own skill and career development to get the benefits of work-life balance.

In this module students are introduced to the different development skills required for management professional and their importance in managing a business. Students will explore different models and theories of skill development in the area of decision-making, problem solving, leadership development, risk assessment, strategic planning, communication skills, flexible working, performance management and other relevant skills. Students will also be introduced to different strategies of developing skills, including self- directed learning.

Module-Specific Employability Skills

- Decision making on flexible working
- Critical analysis of development skills and their practical application
- Analysing the necessity of work life balance for productivity
- Career management

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research- informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data/information and undertaking research and report writing	None
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	None
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	ANALYSIS
4		Explain the skills needed in the application of concepts and theories to a business/sector management process.	None
5		Identify the attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation	PROFESSIONAL PRACTICE
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	PROCESS
7		Describe the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real- word situation.	None
8		Identify the issues and material leading to making rational judgements	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
PO	Portfolio (1,000-1,500 words)	80	3, 6	Compulsory
PP	Presentations and pitches (individual presentation)	20	5	

The following codes for assessment methods apply

PO	Portfolio
PP	Presentations and pitches

Assessment Criteria

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Mode of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	24
Seminar	14
Tutorial	15
Workshop and Feedback	15
Independent Learning Hours:	132

Indicative list of resources

Armstrong, M. and Taylor, P. (2017). *Armstrong's Handbook of Human Resource Management Practice*. Kogan Page.

Lewis, L. K. (2011). *Organizational Change: Creating Change Through Strategic Communication*. Chichester: Wiley-Blackwell.

Mee-Yan, C. J. and Holbeche, L. (2015). *Organizational Development: A Practitioner's Guide for OD and HR*. London: Kogan Page.

Northhouse, P. G. (2010). *Leadership Theory and Practice*, (5th ed.). London: SAGE.

Friedman, A. L. (2012). *Continuing Professional Development: Lifelong Learning of Millions*. London: Routledge.

Stewart, J. and Rogers, P. (2012). *Developing People and Organisations*. London: CIPD.

Academic Journals:

Human Resource Management Journal - Wiley online

The International Journal of Human Resource Management - Taylor and Francis online Human Resource Management Journal – Society for HRM

Human Resource Management Review – Elsevier International Journal of Current Research

International Journal of Training and Development

Journal of Management Studies – Wiley Organizational Development Journal

Work, Employment and Society – Sage Personnel Review

Professional organisations – ACAS, CIM, CIPD, HSE, and TUC have a wealth of free, relevant and online materials.

Electronic sources and useful websites:

<http://www.cipd.co.uk> <http://www.workforce.com/>

<http://hbr.org/> www.talentmgt.com www.peoplemanagement.co.uk

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Concept of Innovation in Business
Module Code	BM103
Credit Value	20
Level and Study block	4, Study Block 1
Pre-requisites	
Named Module Leader	Dr Walter Gunetilleke
Module Delivery Team	Dr Walter Gunetilleke, Ms Cheryl Osborne-Gibbons, Mr Harish Jyawali, TBA

Module Aim

To provide the learner with a thorough understanding of the essential concepts and theoretical frameworks in innovations in business firms.

Summary Module Description

Innovation plays a key role in facilitating the growth of business enterprises in both developed and emerging countries. India is one of the best examples of these innovations which are termed as frugal innovations. Innovation is important in all sectors of the economy, including non- and semi-government institutions, local governments as well as in the central governments which all play a key role in facilitating the growth of innovations in general.

This module introduces students to the concept of innovation to enable them to meaningfully contribute to the economic development. The module will introduce students to a variety of innovations successfully used by large and small organisations and they will be introduced to how to preserve and manage these innovations so that they are not copied by competitors. In addition, students will also be introduced to relevant concepts and theoretical frameworks of inventions and innovations which will help them to apply the concepts in real life situations for the benefit of organisations as well.

Module Specific Employability Skills

- Cultivate a habit of Innovative thinking and creative mind
- Efficient and Effective utilisation of meagre resources both physical and non-physical like time, process etc. with real time innovations and inventions
- Continuous engage in researching innovations as it is never-ending aspect Critical Thinking and conceptualization skills
- Complex Problem-solving

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research- informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data/information and undertaking research and report writing	None
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	KNOWLEDGE
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	None
4		Explain the skills needed in the application of concepts and theories to a business/sector management process.	KNOWLEDGE
5		Identify the attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation	PROFESSIONAL PRACTICE
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	None
7		Describe the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real- word situation.	INDUSTRY
8		Identify the issues and material leading to making rational judgements	EVALUATION

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
PO	Portfolio (500 words)	40	2,4	Compulsory
OT	Case study (1,000 words)	40	5	
PP	Presentations and pitches (individual presentation)	20	8	

The following codes for assessment methods apply

PO	Portfolio
OT	Case study
PP	Presentations and pitches

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	24
Seminar	14
Tutorial	15
Workshop and Feedback	15
Independent Learning Hours:	132

Indicative list of resources

Ahmed, P. and Shepherd, C. (2010). *Innovation Management: Context, strategies, systems and processes*. Harlow: Pearson.

Bessant, J. and Tidd, J. (2015). *Innovation and Entrepreneurship*, (3rd ed.). Oxford: Wiley.

Dodgson, M., Gann, D.M. and Phillips, N. (2013). *Oxford Handbook of Innovation Management*, Oxford: Oxford Publishers.

Drucker, P. (2006). *Innovation and Entrepreneurship*. London: Harper Business.

Fisher, A. (2001). *Critical thinking: an introduction*. Cambridge: Cambridge University Press
 Khan, Z. B. (2020). *Inventing Ideas*. Oxford: Oxford Publishers.

Certo, S.C. and Certo, S. (2020). *Modern Management: Concepts and Skills*. Harlow: Pearson.

Saunders, M., Lewis, P. and Thornhill, A. (2019). *Research Methods for Business Students*, (8th ed). Harlow: Pearson.

Slack, P. (2014). *The Invention of Improvement*. Oxford: Oxford Publishers.

Sloane, P. (2016). *Think Like an Innovator: 76 inspiring business lessons from the world's greatest thinkers and innovators*. Harlow: Pearson.

Trott, P. (2012). *Innovation Management and New Product Development*. Harlow: Pearson.

Turner, N. (2018). *Yes, You Can Innovate: Discover your innovation strengths and develop your creative potential*. Harlow: Pearson.

Online resources:

Harvard Business Review Academic journals:

Academy of Management Journal Academy of Management Review

British Journal of Management Journal of Management California Management Review

Named Award

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Operations and Information Management
Module Code	BM104
Credit Value	20
Level and Study block	4, Study Block 2
Pre-requisites	
Named Module Leader	Dr Lakshmi N Vedanthachari
Module Delivery Team	Dr Lakshmi N Vedanthachari, Dr Soroosh, S, TBA

Module Aim

This module introduces the role of operations and information on the overall success of a business. The focus will be on the development of analytical skills such as quantitative decision making and critical thinking skills, such as the evaluation of information requirements for making decisions.

Summary Module Description

Operations are an important aspect of a business and managers are continuously provided with conflicting objectives making the decision-making process extremely challenging. In order to make the right decision, there is a need for accurate, timely and understandable information. This module has two components – in the first part students will learn various operational decisions such as determining purchasing quantity, production quantity, store locations and forecasting. In the second part, students will learn characteristics of information and emerging technologies that are used for generating, storing and processing data and the challenges related to information management such as data privacy, ethics and security.

Module-Specific Employability Skills

- Capability to analyse operations data using Excel and provide appropriate recommendations
Critically evaluate information requirements for a business process
- Knowledge about data ethics and privacy Presentation skills

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research- informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate	RESEARCH

		data/information and undertaking research and report writing	
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	None
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	ANALYSIS
4		Explain the skills needed in the application of concepts and theories to a business/sector management process.	None
5		Identify the attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation	None
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	PROCESS
7		Describe the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real- word situation.	None
8		Identify the issues and material leading to making rational judgements	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
PO	Portfolio (1,000-1,500 words)	60	3, 6	Compulsory
OT	Problem solving – Solve a set of problems using Excel	40	1	

The following codes for assessment methods apply	
PO	Portfolio
OT	Problem solving

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	24
Seminars	12
Tutorial	12
Workshop and Project Supervision	20
Independent Learning Hours:	132

Indicative list of resources

Balakrishnan, N., Render, B. and Stair, R. M., (2013). *Managerial decision modeling with spreadsheets*, (3rd ed). Harlow, UK: Pearson.

Bozarth, C., and Hanfield, R. (2019). *Introduction to Operations and Supply Chain Management*, (5th ed). Harlow, UK: Pearson.

Cox, S. (2014). *Managing Information in Organizations: A Practical Guide to Implementing an Information Management Strategy*. Hampshire, UK: Palgrave MacMillan.

Gough, I.M. (2014). *Introduction to Operations Management*. CreateSpace Independent Publishing Platform.

Keegan, R. and O'Kelly, E. (2015). *Lean Service: A Practical Guide for SME Owners and Managers*. Oak Tree Press, Ireland.

Laudon, K. C., and Laudon, J. P. (2019). *Management information systems: Managing the Digital Firm*, (16th ed). Harlow, UK: Pearson.

Slack, N. (2018). *Essential of Operation Management*. Pearson Publishing Ltd.

McKnight, W. (2013). *Information Management – Strategies for Gaining a Competitive advantage for Data*. Pearson Education Publishing Ltd.

Journals

Supply Chain Management, An International Journal
Journal of Operations Management

Operations Management Journal

Journal of Enterprise Information Management
Management Information Systems Quarterly

Online Resources
Technology Specific

www.cio.com www.wired.co.uk <http://www.scdigest.com/> <https://www.techtarget.com/>
<https://www.industryweek.com/>

General Management and Economy

www.hbr.org
www.ft.com www.economist.com

Online resources:

ISACA Journal
Journal of Operations Management
[Security, Privacy, and Trust in Modern Data Management](#)
The Journal of Operations Management (*JOM*) Wiley

Articles on Production & Operations Management

<https://www.managementstudyguide.com/production-and-operations-management-articles.htm>

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Contemporary Management
Module Code	BM 105
Credit Value	20
Level and Study block	4, Study Block 2
Pre-requisites	
Named Module Leader	Dr Reza Aboutalebi
Module Delivery Team	Dr Reza Aboutalebi, Dr Sumesh Dadwal, TBA

Module Aim

To develop critical thinking and analysis of management decisions and actions in modern organisational settings in order to identify and manage complex and emerging issues within organisations

Summary Module Description

Management is a dynamic and ever-evolving field of study and work. Although some of the developed notions from the early twenty century are still valid and helpful, many of the known theories and practices may not be so relevant in 21st-century organisations. Identifying the most updated and suitable management techniques and practices is vital for survival and the healthy growth of any organisation in this age of hyper-competition.

In this module, students will learn how to identify or develop suitable thinking and tools and practices that assist people to learn how to become a future adaptive manager. A key focus is a response to complexity in society and how issues of leadership, ethics, and social responsibility are interconnected with all business decisions.

Evolution of management thought will be explored to indicate its future direction. Students will learn issues concerning the environment of management such as corporate social responsibility and staff diversity management. Students will also analyse the effectiveness of modern organisational control techniques as well as the approaches to the function of organising.

Module-Specific Employability Skills

- Contemporary decision making
- Critical analysis of management thought
- Managing organisational processes
- Analysing environment of management

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research- informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data/information and undertaking research and report writing	None
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	None
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	ANALYSIS
4		Explain the skills needed in the application of concepts and theories to a business/sector management process.	APPLICATION
5		Identify the attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation	
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	PROCESS
7		Describe the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real- word situation.	None
8		Identify the issues and material leading to making rational judgements	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (1,000 words)	60	4, 6	Compulsory
OT	Case study (500 words)	40	3	

The following codes for assessment methods apply	
CA	Coursework assignment
OT	Case study

Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	24
Seminar and Workshop	14
Tutorial	15
Supervision and Feedback	15
Independent Learning Hours:	132

Indicative list of resources

Jones, G. R. and George, J. M. (2019). *Contemporary Management*, (11th ed). USA, New York: McGraw-Hill Higher Education.

Hamilton, L., Mitchell, L. and Mangan, A. (2019). *Contemporary Issues in Management: A Critical Management Approach*, (2nd ed). Cheltenham: Edward Elgar Publishing Ltd.

Castellani, D., Narula, R., Nguyen, Q, Surdu, I. and Walker, J. T. (2018). *Contemporary Issues in International Business: Institution, Strategy and Performance*. London: Palgrave Macmillan.

Buelens, M. Sinding, K. and Waldstrom, C. (2011). *Organisational Behaviour*. Maidenhead, McGraw-Hill.

Gallagher, K. (2016). *Essential Study and Employment Skills for Business and Management Students*. Oxford: Oxford Publishers.

Gibson, A. (2015). *Mind for Business: Get inside your head to transform how you work*. Harlow: Pearson.

Jones, E. (2015). *Start a Business for £99: Be your own boss on a budget*. Harlow: Pearson Khan, Z. B. (2020). *Inventing Ideas*. Oxford: Oxford Publishers.

Marr, B. (2016). *Key Business Analytics: The 60+ tools every manager needs to turn data into insights: - better understand customers, identify cost savings and growth opportunities*. Unknown Binding – 1 Jan. 1763.

Marson, J. and Ferris, K. (2020). *Business Law*. Oxford: Oxford Publishers.

Certo, S.C. (2020). *Modern Management: Concepts and Skills*. Harlow: Pearson.

Academic Journals:

*Academy of Management Journal Academy of Management Review Administrative Science
Quarterly Journal of Management
British Journal of Management*

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Financial Resources and Decision Making
Module Code	BM 106
Credit Value	20
Level and Study block	4, Study Block 2
Pre-requisites	
Named Module Leader	Mr Dan Sookun
Module Delivery Team	Mr Dan Sookun, Dr Fidelis Akanga, Dr Posi Olatunbosun, Dr Tony Stevenson, TBA

Module Aim

To equip students with the knowledge that the success of business largely depends on how effectively managers utilise various resources they have (physical, human and financial). Management needs to make decisions on how it uses its financial resources and monitors its budget to attain the goals and objectives of the business. Management uses various types of budgets to ensure that the financial resources of the company are properly utilised and that there is no wastage of these valuable resources.

Summary Module Description

Business today is highly competitive, and many rivals share the same space vying to gain a competitive advantage in order to maximise the shareholders' wealth. Management needs to effectively manage the financial resources to attain the goals and objectives of the business. This is achieved by using various types of budgeting methods, for example, incremental, activity-based, value proposition and zero-based.

Organisations that employ their resources effectively are the champions and win the confidence of shareholders and stakeholders alike. Finance and accounting are all around us and considered as important components in almost every environment.

Students will learn that businesses aim to maximise wealth to pay dividends and attract investment. Many organisations do this by gaining advantage through an effective financial strategy. They will also learn that financial performance is disseminated through the accounting statements and announcements.

The module will examine a range of short- and long-term finance to develop an understanding of different financial costs implications of financing a commercial project. Issues relating to financial and management decision-making will also include short-term and long-term decision-making models such as EOQ, JIT, Break Even Analysis and Investment Appraisal Techniques.

On completion of this module students will be able to demonstrate a critical understanding of the implications of maximising shareholders' value and reflect on the various financial and managerial decision-making models and apply these in their own working environment.

Module-Specific Employability Skills

- Contemporary resource planning
- Critical analysis of financial practices
- Analysing business performance
- Self-management

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Identify and use research- informed literature (including referencing, appropriate academic conventions, and integrity) and develop academic skills of research by carrying out, gathering, and interpreting appropriate data/information and undertaking research and report writing	None
2		Describe the essential facts, concepts, theories, and principles in relation to the subject.	KNOWLEDGE
3		Examine arguments, assumptions, concepts, and information, and provide a descriptive analysis in relation to subject.	None
4		Explain the skills needed in the application of concepts and theories to a business/sector management process.	APPLICATION
5		Identify the attributes expected in professional practice including: individual initiative and collaborative working; use of appropriate media to communicate (including written and oral); and effectiveness in presentation and organisation	
6		Recognise the relevant key academic and professional concepts and identify the practice of relevant technical processes in response to solving problem	PROCESS
7		Describe the understanding of concepts and models relating to ethically informed industry practices and the benefits of their application in a real- word situation.	None
8		Identify the issues and material briefly leading to making rational judgements	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory

OT	Financial Report (1,000-1,500 words)	80	2, 6	Compulsory
PP	Presentations and pitches (individual presentation)	20	4	

The following codes for assessment methods apply	
OT	Financial Report
PP	Presentations and pitches

Assessment Criteria

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Mode of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	24
Seminar	15
Tutorial	15
Workshop and Feedback	14
Independent Learning Hours:	132

Indicative list of resource

Atrill, P. (2019). *Financial Management for Decision Makers*, (9th ed.). Pearson.

Drury, C. (2018). *Management and cost accounting*, (10th ed). London: Cengage Learning EMEA,

McLaney, E. and Atrill, P. (2019). *Accounting and Finance: An Introduction*, (9th ed). Pearson.

Titman, S.; Keown, A. and Martin, J.D. (2017). *Financial Management: Principles and Applications*, (13th ed). Pearson.

Academic Journals:

Corporate Governance: An International Review *Cross-Cultural Research*

European Journal of International Management *Global Strategy Journal*

Journal of International Business Studies *Journal of International Economics* *Journal of International Management* *International Review*

The Wall Street Journal

World Economic Outlook, Washington, DC: IMF *World Development Report*, Washington, DC: IMF

World Investment Report: UN

OECD Country Surveys: OECD

Named Awards

Course	Compulsory or Optional
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Managing Small Business Enterprise
Module Code	BM 107
Credit Value	20
Level and Study block	5, Study Block 1
Pre-requisites	
Named Module Leader	Dr Reza Aboutalebi
Module Delivery Team	Dr Reza Aboutalebi, Dr Mahnaaz Siddiqui, Mr Tony Doherty

Module Aim

Small Business Enterprise constitutes the fastest growing sector in UK and globally. This module will enable students to investigate Small Business Development routes and methods for the entrepreneurial firm, and organisations with an entrepreneurial culture. The module aims to enable students to understand the social and economic changes that have raised the status of enterprise, small business and entrepreneurial ventures in the global economy and how a small business organisation's structure and processes affects its capability to achieve sustainable growth.

Summary Module Description

Small businesses comprise more than 90 per cent of all private sector companies in the UK and globally. The possibility of starting a new business or getting a job in one of the small businesses after graduation is highly likely for any management student. Evidence suggests that the rate of failure of start-up ventures and small businesses is noticeably high. The module examines the diverse nature of entrepreneurs, their characteristics and motivations, as well as the barriers and issues facing entrepreneurs when planning and establishing a new venture.

Although organisations of any sizes have many things in common, small businesses have some specific features such as access to resources, market size, brand recognition and appeal to potential customers that make them different from larger organisations. In this module, students will learn how to analyse, plan, organise, promote, lead and grow small business enterprises successfully; the importance of small business in the economy, planning and developing strategy, managing technology and talent in a small firm; how to manage day-to-day operations, how to find and keep customers, and how to expand a small business.

Module-Specific Employability Skills

- Contemporary Small Business Enterprise Policy Issues
- Growth Policy in SBEs
- Development route for entrepreneurs
- Change issues

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply the main quantitative and qualitative research methods and demonstrate academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	NONE
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	KNOWLEDGE
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	None
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	None
5		Apply professional practice in real world situation: ethically- informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement	PROFESSIONAL PRACTICE
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	None
7		Demonstrate the ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	None
8		Analyse and synthesize issues and materials which may have some significance leading to making rational judgement	EVALUATION

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CR	Critical Review (1,000 words)	40	5	Compulsory
OT	Case Study (1,500 words)	40	2	
PP	Presentations and pitches (individual presentation)	20	8	

The following codes for assessment methods apply	
CR	Critical Review
OT	Case study
PP	Presentations and pitches

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	18
Seminar	10
Tutorial	10
Workshop and Feedback	10
Presentation skills	10
Independent Learning Hours:	142

Indicative list of resources

Burns, P. (2017). *Entrepreneurship and Small Business*, (4th ed). UK, London: Palgrave.

Blundel, R. and Lockett, N. (2011). *Exploring entrepreneurship: Practices and perspectives*. New York: Oxford University Press.

Carter, S. and Jones-Evans, D. (2012). *Enterprise and Small Business*, (3rd ed.). Harlow, Pearson Education (E-Book on <http://lrs.uwl.ac.uk>).

Deakins, D. and Freel, M. (2009). *Entrepreneurship and Small Firms*, (5th ed.). Maidenhead, Berkshire: McGraw Hill Education.

Mazzarol, T. and Rebound, S. (2020). *Small Business Management: Theory and Practice*, (4th ed). Germany, Berlin: Springer.

Petty, J.W., Palich, L.E., Hoy, F. and Longenecker, J.G. (2010). *Managing Small Business: An Entrepreneurial Emphasis, International Edition*, (15th ed.). Cengage Learning, China.

Stocks, D. and Wilson, N. (2017). *Small Business Management and Entrepreneurship*, (7th ed). Boston: Cengage Learning EMEA, USA.

Petty, J.W., Palich, L.E., Hoy, F. and Longenecker, J.G. (2010). *Managing Small Business: An Entrepreneurial Emphasis, International Edition*, (15th ed.). Cengage Learning, China.

Stokes, D. and Wilson, N. W. (2010). *Small Business Management and Entrepreneurship*, (6th edition.). Cengage. Learning.

Stokes, D., Wilson, N. and Mador, M. (2010). *Entrepreneurship*. Singapore: Cengage Learning.

Storey, D. J. and Greene, F. J. (2010). *Small Business and Entrepreneurship*, (1st ed.). Financial Times Prentice Hall.

Key Journals

Journal of Business Venturing Entrepreneurship,
Theory and Practice Academy of Management Review Academy of Management Journal
Journal of Management Studies
Harvard Business Review
British Journal of Management International
Small Business Journal
Entrepreneurship and Regional Development

Academic Journals:

Entrepreneurship, Theory and Practice
Journal of Business Venturing Strategic Entrepreneurship Journal
Journal of Small Business Management
International Small Business Journal Family Business Review

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Strategic Human Resource Management
Module Code	BM108
Credit Value	20
Level and Study block	5, Study Block 1
Pre-requisites	
Named Module Leader	Prof Zakir Hossain
Module Delivery Team	Prof Zakir Hossain, Dr Mahnaaz Siddiqui, Mr Enayet Sarwar, Mrs Maleeha Ashraf

Module Aim

This module will provide students with the tools to explore the changing context and process of human resource management and its development within contemporary work organisations by introducing models of strategic HRM and the potential and connection between HRM and performance. Specifically, the module provides a critical appraisal of human resource management practices in key areas.

Summary Module Description

Organisations exist to meet the expectations of the relevant stakeholders and these expectations must be managed strategically by delicately balancing internal and external contexts through the deployment of effective corporate plans and strategies. HR professionals and practitioners operate in an increasingly complex and changing business and organisational environment, regardless of industry sectors or the nature of products or services. This module provides learners with an understanding of the principal environmental contexts within which HR professionals are expected to operate that are often continuously changing and turbulent. This module also examines the way leading organisations respond to the changing environments and how leaders in organisations and professional with the HR function should recognise and acknowledge corporate decisions and the HR choices that need to be made. Having studied this module, learners will be aware that in responding to the challenges within their environments, different organisations, SMEs, large and international companies, not only have opportunities and choices but also face constraints and limited autonomy in determining their future.

Module-Specific transferable and Employability Skills

- Awareness of the role of HRM and its links to organisational strategy Awareness of the international business environment.
- Knowledge in key areas of developing business HR strategies.
- Awareness of a range of techniques of how to develop HR strategies and practices. Develop skills in evaluating internal and external business contexts.

- Examine various perspectives in identifying effective leadership and HR responses in dynamic contexts and managing forces of change.

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply the main quantitative and qualitative research methods and apply academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	None
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	None
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	None
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	APPLICATION
5		Apply professional practice in real world situation: ethically- informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement	PROFESSIONAL PRACTICE
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	PROCESS
7		Illustrate ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	None
8		Analyse and synthesize issues and materials which may have some significance leading to making rational judgement	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
OT	Case Study (1,000 words)	80	5, 6	Compulsory
CR	Critical Review (1,500 words)	20	4	

The following codes for assessment methods apply	
OT	Case Study
CR	Critical Review

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	18
Seminar	10
Tutorial	10
Workshop and Feedback	10
Presentation skills	10
Independent Learning Hours:	142

Indicative list of resource

Armstrong, M. and Taylor, P). (2017) *Armstrong's Handbook of Human Resource Management Practice*. Kogan Page.

Banfield, P. and Kay, R. (2013). *Introduction to Human Resource Management*, (2nd ed.). Oxford University Press: Oxford.

Beardwell, J. and Thomson, A. (2017). *Human Resource Management: Contemporary Approach*. London: FT Prentice-Hall.

Boxall, P. and Purcell, J. (2011). *Strategy and Human Resource Management: Management, Work and Organisations*, (3rd ed.). Palgrave MacMillan: Basingstoke.

Bratton, J. and Gold, J. (2012). *Human Resource Management: Theory and Practice*. Basingstoke: Palgrave MacMillan.

Torrington, D.; Hall, L.; Atkinson, C. and Taylor, S. (2017). *Human Resource Management*, (10th ed).

Pearson.

Truss, C., Mankin, D. and Kelliher, C. (2012). *Strategic Human Resource Management*. Oxford: Oxford University Press.

Professional Organisations – ACAS, CIM, CIPD, HSE, and TUC have a wealth of free, relevant and online materials.

Key academic journals

Human Resource Management Journal - Wileyonline
The International Journal of Human Resource Management - Taylor and Francis online
Human Resource Management Journal – Society forHRM
Human Resource Management Review – Elsevier
Work, Employment and Society – SAGE
Journal of Management Studies – Wiley
Personnel Review

Electronic sources and useful websites:

<http://www.cipd.co.uk>
<http://www.workforce.com/>
<http://hbr.org/>
www.talentmgt.com
www.peoplemanagement.co.uk

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Organisational Behaviour
Module Code	BM 109
Credit Value	20
Level and Study block	5, Study Block 1
Pre-requisites	
Named Module Leader	Dr Miriam Green
Module Delivery Team	Dr Miriam Green, Mrs Maleeha Ashraf, Mr Harish Jyawal, Dr Aparna Venkatesan, TBA

Module Aim

To develop knowledge and understanding of Organisational Behaviour and of the different approaches to the subject, and to present and write critical analyses of issues and problems in organisations. The critical viewpoint seeks to view the organisation from the perspective of employees and asks questions about the impact of managerial practice and their experience of work more broadly – including the role that their peers may play in shaping their experience of work.

Summary Module Description

The module introduces and explores a wide range of topics in the field of Organisational Behaviour. It is intended to enable students to critically analyse issues that affect organisations – their policies, organisational processes and the people working in them. The module also aims to help develop an understanding of the various approaches and research methods used in organisation studies, and the different types of knowledge produced in textbooks and in academic journal articles.

This module seeks to enable students to deepen their understanding of organisations and how they are written about by various theorists; the connections between the different ways in which organisations are structured, and the way these connections impact on organisational culture, employee motivation, power and control structures, teams and teamworking and on other relevant issues.

Various types of organisation systems, managerial policies and strategies will be examined in depth. Students will be encouraged to relate these to their own experience in organisations. In addition to learning the different theories and approaches to the subject, students will examine these in the light of organisational practice, based on both personal experience and from readings from textbooks and academic journals. Through an appreciation of the different ways in which the subject of organisational behaviour is presented and researched, students will be able to develop analytical and critical skills of their understanding and evaluation of issues and problems in organisations.

Module-Specific Employability Skills

- Self-management
- Effective Leadership
- Research & Analysis

- Critical Reflection
- Communication

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply the main quantitative and qualitative research methods and apply academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	RESEARCH
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	None
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	None
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	APPLICATION
5		Apply professional practice in real world situation: ethically- informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement	PROFESSIONAL PRACTICE
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	None
7		Illustrate the ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	None
8		Analyse and synthesize issues and materials which may have some significance leading to making rational judgement	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (1,500 words)	40	4	
OT	Case study (1,000 words)	40	1	Compulsory

PP	Presentations and pitches (individual presentation)	20	5	
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The following codes for assessment methods apply	
CA	Coursework assignment
OT	Case study
PP	Presentations and pitches

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	18
Seminar	14
Tutorial	12
Workshop and Feedback	14
Independent Learning Hours	142

Books

Brooks, I. (2018). *Organisational Behaviour: Individuals, Groups and Organisation*, (5th ed.). Harlow, UK: Pearson.

Buchanan, D.A. and Huczynski A.A. (2019). *Organizational Behaviour*, (10th ed.). Harlow, UK: Pearson.

Crowther, D. and Green, M. (2004). *Organisational Theory*. London: CIPD.

Mullins, L. (2019). *Management and Organisational Behaviour*, (11th ed.). Harlow, UK: Pearson.

Thompson, P. and McHugh, D. (2009). *Work Organisations: A Critical Approach*, (4th ed). Basingstoke, UK: Palgrave.

Journals

Harvard Business Review
Journal of Management Studies
Journal of Organisational Behaviour

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	International Business and Marketing
Module Code	BM110
Credit Value	20
Level and Study block	5, Study Block 2
Pre-requisites	
Named Module Leader	Dr Gilbert Zvobgo
Module Delivery Team	Dr Gilbert Zvobgo, Dr Meda Burghelea, Dr Svitlana Shevelova, TBA

Module Aim

To provide an overview of the different business management practices and a critical understanding of how the political, economic, social and cultural differences among countries impact international business. The module is also designed to introduce students to basic international marketing concepts, theories, principles and practices and to raise students' awareness about the importance of viewing marketing management strategies from an international perspective.

Summary Module Description

International business makes up a large and growing portion of the world's business. Global events and competition affect almost all industries and companies, large and small. Not only do companies sell output and secure supplies and resources abroad, they compete against products, services, and companies from foreign countries. When setting their operating strategies and practices, managers need to consider where to obtain the best inputs at the best possible price for production and where to best sell the products or services.

In this module students will learn the importance of international business and marketing, how national environmental differences impact business and the importance of trade in connecting countries. The module also highlights the impact of the global monetary environment in the success of business. A key factor is how management designs corporate policies and strategies to gain and sustain competitive advantages in a dynamic environment.

In this module students will be encouraged to critically examine the major issues and challenges faced by companies engaged in international business. It then focuses on some of the approaches being used by multinational enterprises both to establish and maintain their competitive advantage. Most importantly, this module seeks to show how the international political, economic and cultural environment act as very powerful influence over companies' policies and strategies and on international marketing activities.

Module-Specific Employability Skills

- Contemporary decision making on Business and international market Critical analysis of management practices
- Analysing the business and marketing environment Self-management

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply the main quantitative and qualitative research methods and demonstrate academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	None
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	None
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well- argued account with appropriate and sufficient amount of evidence to support analysis.	None
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	None
5		Apply professional practice in real world situation: ethically- informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement	PROFESSIONAL PRACTICE
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	PROCESS
7		Illustrate the ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	None
8		Analyse and synthesize issues and materials which may have some significance leading to making rational judgement	EVALUATION

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
PO	Portfolio (1,000 words)	50	5	Compulsory
CS	Case study (1,500 words)	30	8	
PP	Presentations and pitches (individual presentation)	20	6	

The following codes for assessment methods apply

PO	Portfolio
CS	Case study
PP	Presentations and pitches

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	18
Seminar	10
Workshop	10
Feedback and Tutorial	10
Prestation Skills	10
Independent Learning Hours:	142

Indicative list of resource

Baack, D W, Caracca, B Baack, D, (2020) International Marketing, Sage Publishing.

Ball, D. A. (2012). *International Business: The Challenge of Global Competition*, (13th ed.). McGraw-Hill Education / Europe, Middle East & Africa.

Cateora, P.R., Grahaam, J. and Gilly, M.C (2015). *International Marketing*, McGraw -Hill Education.

Czinkota, M. R, Ronkainen, I. and Zvobgo, G. (2011). *International Marketing*, Andover: South-Western Cengage Learning.

Daniels, J. D.; Radebaugh, L. H. and Sullivan, D. P. (2015). *International Business: Environments and Operations*, (15th ed.), Pearson/Prentice Hall.

Daniels, J. D.; Radebaugh, L.H. and Sullivan, D. P. (2018). *International Business, Global Edition*, Pearson Education Limited.

Hill, C. W. L (2014). *International Business: Competing in the Global Marketplace*, (10th ed.). McGraw-Hill Education / Europe, Middle East & Africa.

Wild, J. J and Wild. K. L. (2014). *International Business: The Challenges of Globalization*, (7th ed.). Upper Saddle River, NJ: Pearson Education.

Academic Journals:

Corporate Governance: An International Review *Cross-Cultural Research*
European Journal of International Management *Global Strategy Journal*
Journal of International Business Studies *Journal of International Economics* *Journal of International Management* *International Review*
The Wall Street Journal
World Economic Outlook, Washington, DC: IMF
World Development Report, Washington, DC: IMF
World Investment Report: UN
OECD Country Surveys: OECD

Named Awards

Course	Compulsory or
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Project Management in Business
Module Code	BM111
Credit Value	20
Level and Study block	5, Study Block 2
Pre-requisites	
Named Module Leader	Dr Soroosh S.
Module Delivery Team	Dr Soroosh, Dr Reza Aboutalebi, Dr Fidelis Akanga

Module Aim

To provide students with academic and practical knowledge of project management and develop their understanding and capability of defining, planning, controlling, and evaluating business projects in various sectors. The module aims to develop a critical understanding of project management to enable students to recognise the importance of the discipline in a variety of organisational and functional contexts.

Summary Module Description

This module is designed to introduce students to the organisational and analytical principles underlying business project planning and management. Students learn the main elements of projects and the vital tasks of project managers in various business contexts. In addition, they develop their skills and capabilities in building, analysing and monitoring the key components of project management including work breakdown structure, project scheduling, project organisation, resource planning, financial planning, workforce scheduling, quality planning, risk and contingency planning, project progress control and performance management.

Students will attain an insight into project management standards such as Prince2 and ISO 21500. Additionally, this module provides students with an opportunity to learn about a project planning and management software (e.g., Microsoft Project), which enables them to gain an understanding of the various factors and constraints which apply to the creation and execution of a business project. They will explore complexities of real-life projects in various sectors such as construction, IT, manufacturing, healthcare, transport and hospitality. These include project dynamics, project selection, project lifecycle, time-budget- performance trade-offs, activity design, time and resource estimations, resource allocation and levelling, team building, risks and uncertainties, performance measurement and project closure. Student learning is supported by lectures, case studies, industry insights, training videos, group discussions and assessments.

Through the assessment students will work on a sample project, exercise project planning and management activities from A to Z and reflect on their challenges.

Module-Specific Employability Skills

- Project planning and management

- Time and resource management
- Performance measurement
- Creative problem-solving and decision-making
- Team building
- Critical analysis
- Critical Reflection

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply the main quantitative and qualitative research methods and apply academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	None
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	None
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis.	ANALYSIS
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	None
5		Apply professional practice in real world situation: ethically-informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement	PROFESSIONAL PRACTICE
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	PROCESS
7		Illustrate the ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	None
8		Analyse and synthesize issues and materials which may have some significance leading to making rational judgement	

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (1,500 words)	40	6	Compulsory
CR	Critical Review (1,000 words)	40	3	Compulsory
PP	Presentations and pitches (individual presentation)	20	5	Compulsory

The following codes for assessment methods apply	
CA	Coursework assignment
CR	Critical Review
PP	Presentations and pitches

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	18
Seminar	10
Tutorial and Workshop	10
Project supervision	20
Independent Learning Hours:	142

Indicative list of resources

Biafore, B. (2011). *Successful Project Management*, (1st ed). Microsoft Press.

Clements, J. P. and Gido, J. (2012). *Effective Project Management*, (5th ed). South-Western Cengage.

Chatfield, C. and Johnson, T. (2010). *Microsoft Project 2010: Step by Step*. Microsoft Press

Hinde, D. (2018). *PRINCE2 Study Guide: 2017 Update*. John Wiley & Sons

Kerzner, H. (2017). *Project management: a systems approach to planning, scheduling, and controlling*. John Wiley & Sons.

Larson, E.W. and Gray, C.F. (2018). *Project management: the managerial process*. McGraw-Hill.

ISO (2012). *Guidance on project management: ISO 2150*, International Organisation for Standardisation.

Schwalbe, K. (2015). *An Introduction to Project Management*, (5th ed). Schwalbe Publishing.

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Sustainable and Responsible Management
Module Code	BM112
Credit Value	20
Level and Study block	5, Study Block 2
Pre-requisites	
Named Module Leader	Mr Nazim Saleem
Module Delivery Team	Mr Nazim Saleem, Prof Zakir Hossain, Dr Richard George, TBA

Module Aim

To provide the learner with a thorough understanding of the major issues and best practices related to sustainability and social responsibility in managing organisations. The module considers how managers create innovative and sustainable ways of doing things. It develops students' ability to take decisions that are defensible, robust and stand up to scrutiny of all stakeholders.

Summary Module Description

Today's managers require an innovative approach to management and effective leadership to address the emerging issues. Wider application of digital technology and the issues of environmental sustainability and other forms of social responsibility are reshaping business organisations. These factors are not only interrupting the operation of the business but also affecting the sustainability of the organisation.

In this module students will be engaged with the crucial issues of environmental sustainability and social responsibility that a business organisation should tackle and the challenges managers face. Students will be introduced to the national and international regulatory measures and obligations and will examine policies and good practices in organisations. They will also be required to explore sustainability and social responsibility concerns using case studies in specific industrial or commercial sectors such as tourism, agriculture and manufacturing.

At the end of the module students should be able to understand and apply good practices as a manager-leader in a business organisation and to increase both the performance and sustainability of the business. Students will be required to identify a specific sustainability or social responsibility issue in a selected organisation and analyse the need for adopting sustainable and responsible management practices.

Module-Specific transferable and Employability Skills

- Self-management
- Effective Leadership
- Research & Analysis
- Critical Thinking
- Data Analysis
- Complex Problem-solving

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Apply the main quantitative and qualitative research methods and apply academic and research skills, especially in report writing, logical thinking, evidence gathering, and interpretation.	None
2		Demonstrate the essential facts, concepts, theories, and principles (and the way in which they are developed) in relation to the subject.	None
3		Analyse the arguments, assumptions, concepts, and information in relation to the subject and provide a well- argued account with appropriate and sufficient amount of evidence to support analysis.	ANALYSIS
4		Employ innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	None
5		Apply professional practice in real world situation: ethically- informed, team working skills, and effective communication skills differentiating between areas of best practice and opportunities for enhancement	None
6		Apply knowledge and critical understanding of the process, including sustainable practice in business operations, identifying multi-dimensional impacts and distinguishing best practice.	PROCESS
7		Illustrate ethically informed, team working skills, differentiating between areas of best practice and opportunities for enhancement.	INDUSTRY
8		Analyse and synthesize issues and materials which may have some significance leading to making rational judgement	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
PO	Portfolio (1,500 words)	70	3, 6	Compulsory

OT	Best Practice Blog (1,000 words)	30	7
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The following codes for assessment methods apply

PO	Portfolio
OT	Blog

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	18
Seminar	10
Tutorial	8
Workshop and Feedback	10
Project supervision	12
Independent Learning Hours:	142

Indicative list of resources

Culmsee, P. and Awati, K. (2013). *The Heretics Guide to Best Practice: The Reality of Managing Complex Problems in Organisations*. iUniverse.

Cappelli, P. (2008). *Talent on Demand: Managing Talent in an Age of University*. Boston: Harvard Business School Press.

Heski-Leventha, D. I. (2018). *Strategic Corporate Social Responsibility: Tools and Theories for Responsible Management*. SAGE Publication, London.

Jean, G. B.; Allen, P.M. and Bowman, C. (2015). *Embracing Complexity: Strategic Perspectives for an Age of Turbulence*. Oxford University Press.

McAteer, P. (2019). *Sustainability is the New Advantage: Leadership, Change, and the Future of Business*. Anthem Press.

Kessler, S. (2018). *Gigged: The Gig Economy, the End of the Job and the Future of Work*. St Martin Press.

Bailey, M.; Graham, A.; de Jonge, J. P.; Mair, M.; Mills, H.; Pennell, S.; Perham, S.; Reid, M.; Thomson, P. and Wheatley, A. (2019). *The Future of Work: Practical People Strategies for Business Leaders*. Independently Published.

Rapaille, C. (2015). *The Global Code: How a New Culture of Universal Values Is Reshaping Business and Marketing*. Palgrave Macmillan.

De Sausmarez, N. (2007). "Crisis Management, Tourism and Sustainability: The Role of Indicators". *Journal of Sustainable Tourism*, 15(6), pp. 700-714.

Liburd, J. and Edwards, D. (2010). *Understanding the Sustainable Development of Tourism*. Goodfellow Publishers Ltd.

Online Resources

Fast company INC: <https://www.fastcompany.com/>

Wired Entrepreneur: <https://www.wired.co.uk/topic/entrepreneurs> MIT Technology Review

Stanford Business Insights Harvard Business Review

Academic journals:

Entrepreneurship, Theory and Practice Journal of International Business Studies Academy of Management Journal Academy of Management Review Journal of Management

Work, Employment and Society

Human Resource Management Journal (UK) Enterprise and Society

Business Ethics Quarterly Business and Society California Management Review Gender and Society

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Strategic Management
Module Code	BM 113
Credit Value	20
Level and Study block	6, Study Block 1
Pre-requisites	
Named Module Leader	Professor Nurun Nabi
Module Delivery Team	Dr L Vedanthachari, Dr Posi Olatunbosun, TBA

Module Aim

The aim of this module is to introduce students to various theories, models and concepts of strategic formulation, choice and implementation. This module is designed to prepare students to evaluate and implement strategic leadership in competitive and complex business environments.

Summary Module Description

Strategic Management is concerned with actions organisations take to deal with challenges, opportunities and threats in their internal and external environments. The module examines how organisations determine their desired outcomes, analyse circumstances and events that may affect these outcomes, decide on intended actions, implement a strategy and evaluate relative progress and success. There are different strategic environment models to assess the micro and macro environment. Examples are Porter's five forces and Ansoff's directional matrix which are used to assess the critical success, strategic industry factors and global scenario of strategy.

Module-Specific Employability Skills

- Strategic Planning
- Environmental Analysis
- Critical Thinking
- Knowledge of different strategic frame works
- Strategy implementation issues

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
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1		Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.	None
2		Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.	None
3		Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.	None
4		Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	None
5		Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.	PROFESSIONAL PRACTICE
6		Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.	PROCESS
7		Contribute to the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate	None
8		Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification	EVALUATION

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (2,500 words)	40	6	Compulsory
OT	Case study (1,000 words)	40	8	
PP	Presentations and pitches (individual presentation)	20	5	

The following codes for assessment methods apply

CA	Coursework assignment
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OT	Case Study
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PP	Presentations and pitches
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Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	12
Seminar	10
Tutorial	8
Workshop and Feedback	8
Presentation skills	10
Independent Learning Hours:	152

Core texts:

Johnson, G., Whittington, R. and Scholes, K. (2017). *Exploring Corporate Strategy: Text and Cases*. Harlow, Pearson.

Kotter, P.J. (2014). *Accelerate Strategic Agility for a Faster-Moving World*. Harvard Business Review Press.

Lenssen, G.G. and Smith N.G. (2018) (eds). *Managing Sustainable Business - An Executive Education Case and Textbook*. Springer.

Wilson, D. and Rosenfield, R. (1998). *Managing Organizations: Texts, Readings & Cases*, (2nd Ed.), McGraw- Hill Education / Europe, Middle East & Africa.

Additional Readings

De Wit, B., and Meyer, R. (2010). *Strategy: Process, Content, Context*. Andover, Cengage Learning EMEA.

Porter, M.E. (2004) *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. The Free Press.

Witcher, J.B. and Chau, S.V. (2010). *Strategic Management, Principles and Practice*. Cengage Learning.

Journals

Academy of Management Perspectives, *Academy of Management Business Strategy Review*, John Wiley and Sons

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Managing Change
Module Code	BM 114
Credit Value	20
Level and Study block	6, Study Block 1
Pre-requisites	
Named Module Leader	Professor Nurun Nabi
Module delivery Team	Mr. Tony Doherty, TBA

Module Aim

The module is designed to prepare students on how to implement change management. The module also seeks to enable the student to understand different models of Change management and how to manage resistance to change.

Summary Module Description

The module examines a range of theories and approaches to managing change. By analysing the usefulness and drawbacks of different approaches it enables students to reach conclusions as to which approach might be suitable in specific circumstances. Approaches to change are set in the context of understanding organisational structures and management, together with the behaviours of those who populate organisations.

The module introduces relevant theories and models of organisational change and change management and challenges established assumptions about the management of change; it considers factors that can help or hinder effective change in relation to organisations, groups and individuals; explores the different roles of the individual in change situations; and introduces a range of tools and techniques that may be deployed throughout change situations. This module also evaluates an organisation through the means of stakeholders' analysis.

Module-Specific Employability Skills

On successful completion of this module students will be able to:

- Analyse the context and influences driving the development of organisation to change management practice
- Understand different models of change management and their importance in organisations
- Analyse stakeholder influence on change in organisations
- Evaluate the efficacy of different approaches to managing the process of change in organisations
- Contribute to development of strategies to help individuals through change, overcome resistance and achieve the desired results from change.

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.	None
2		Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.	None
3		Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.	None
4		Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	None
5		Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.	None
6		Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.	PROCESS
7		Contribute the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate	INDUSTRY
8		Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification	EVALUATION

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CR	Critical Review (1,000 words)	60	6, 8	Compulsory
OT	Case study (2,500 words)	40	7	

The following codes for assessment methods apply

CR	Critical Review
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OT	Case Study
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Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	12
Seminar	13
Tutorial	8
Case studies and workshop	15
Independent Learning Hours:	152

Indicative list of resources

Core texts:

Burnes, B. (2017). *Managing Change (7th ed)*. Harlow, Pearson.

Hatch, M.J. and Cunliffe, A.L. (2013). *Organization Theory: Modern, Symbolic and Postmodern Perspectives (3rd ed)*. Oxford, Oxford University Press.

Davidson, M.P. and Andriopoulos, C. (2017). *Managing Change, Creativity and Innovation*. Sage Publications, London.

Recommended Readings

Butler, M. and Rose, E. (2011). *Introduction to Organisational Behaviour*. Jaico Publishing House.

Burgoyne, J., Araujo, L. and Easterby-Smith, M. (1999). *Organizational learning and the learning organization: developments in theory and practice*. London, SAGE.

Carnell, C.A. (2007). *Managing Change*. Prentice Hall, Harlow.

Cameron, E. and Green, M. (2015). *Making Sense of Change Management*. Kogan Page Limited, London.

Kozlowski, S.W.J and Salas, E. (2012). *Learning, Training, and Development in Organizations*. Routledge.

Pettigrew, A.M and Whipp, R. (1995). *Managing Change for Competitive Success*. OUP.

Journal of Management Studies Wiley-Blackwell
Harvard Business Review
European Journal of Management

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Leadership Theory and Practice
Module Code	BM 115
Credit Value	20
Level and Study block	6, Study Block 2
Pre-requisites	
Named Module Leader	Dr Sumesh Dadwal
Module Delivery Team	Dr Sumesh Dadwal, Dr L Chari, TBA

Module Aim

Leadership skills are important in a dynamic business environment to ensure economic, social and political success. To develop leadership styles and approaches that permit people and individuals to create alternative organisation strategies and leadership styles. The module examines theories of leadership using case studies and examines the role of leadership in motivating and gaining commitment of others, and contemporary issues in leadership.

Summary Module Description

This module focuses on the various approaches to views about the appropriate role of leadership, reflecting the economic, social and political contexts in which leaders operate, leadership in a world of volatility, uncertainty, complexity and ambiguity; transformational leadership; and strengths and weaknesses. The module focuses on leaders as people who shape and influence conversations and 'meaning'; the role of power and politics; the phenomenon of 'language as a source of power'. The module also examines the changing perspectives of leadership; the economic, social and political context; leadership vs management; role and functions; effective leadership and personality traits; the extent to which leadership can be learned, or not; leadership style and organisational context and leadership in the 21st century.

Module-Specific Employability Skills

- Leadership styles
- Leadership approaches
- Leadership effectiveness and development
- Contemporary issues in leadership

Learning Outcome

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.	RESEARCH
2		Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.	None
3		Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.	None
4		Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	None
5		Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.	None
6		Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.	PROCESS
7		Contribute to the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate	None
8		Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification	EVALUATION

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
PO	Portfolio (2,500 words)	60	1, 6	Compulsory
CR	Critical Review (1,000 words)	40	8	

The following codes for assessment methods apply

PO	Portfolio
CR	Critical Review

Assessment Criteria

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Modes of delivery Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	12
Seminar	10
Tutorial	6
Workshop and Feedback	10
Presentation skills	10
Independent Learning Hours	152

Indicative list of resources

Core texts:

Yukl, G. (2010). *Leadership in Organizations*. New Jersey, Pearson.

Blakeley, K. (2007). *Leadership Blind Spots and What To Do About Them*. Chichester, John Wiley and Sons Ltd.

Supplementary texts

Collinson, D., Grint, K. and Jackson, B. (2011). *Major Works in Leadership Studies, Vols. 1-4*, London: Northouse, P. (2016). *Leadership: Theory and Practice, (7th Ed)*. London: SAGE.

Prince, E.S. (2019). *7 skills for the future*. Pearson, London.

Laasch, O. and Conaway, R. (2016). *Responsible business, (2nd Ed)* Routledge: Greenleaf Publishing, London.

Pfeffer, J. and Sutton, R. (2006). *Hard Facts, Dangerous Half-Truths, and Total Nonsense: Profiting from Evidence-based Management*. Boston: Harvard Business School Press.

Bryman, A., Collinson, D., Grint, K. and Jackson, B. (2011). *The SAGE Handbook of Leadership*, London: SAGE.

Gold, J., Thorpe, R. and Mumford A. (2015). *Leadership and Management Development, (5th Ed)*. London: Chartered Institute of Personnel and Development.

Woodward, I.C., Shaffakat, S. and Domine, V.H. (2019). *Exploring leadership drivers and blockers*. Palgrave Macmillan.

Journals

Harvard Business Review
Journal of Management
European Journal of Management
British Journal of Management
Academy of Management <https://journals.aom.org/>
Chartered Management Institute <https://www.managers.org.uk>

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory

General Module Information

Status	Draft
Module Name	Marketing in the Digital Age
Module Code	BM 116
Credit Value	20
Level and Study block	6, Study Block 2
Pre-requisites	
Named Module Leader	Mrs Maleha Ashraf
Module Delivery Team	Mrs Maleeha Ashraf, Dr Gilbert Zvobgo, Dr Alex Muresan

Module Aim

The module aims to develop an appreciation of the place of digital marketing in contemporary marketing and business practice. It also seeks to develop a critical understanding of major concepts, frameworks, and methods in marketing and assesses their application to the global business environment.

Summary Module Description

This module takes students from the 4Ps of principles of marketing to strategic marketing and digital marketing issues. The module considers these key influences on marketing, helping students to understand the issues involved in making marketing mix decisions, the relevance of competition to marketing decisions, the implementation of digital marketing in the organisation and selected applications of marketing. The module is both theoretical and applied in nature, requiring students to use relevant concepts, models and frameworks both in the analysis of case material and when developing their own product concept.

The module is broad-based, covering a variety of marketing and contemporary digital marketing topics. Organisations rarely exist in a non-competitive vacuum therefore a key theme of the module is the understanding and relevance of the concept of 'competitive advantage'. This theme is developed throughout the module by highlighting how marketing decisions, at an operational, level have a crucial part to play in delivering a unique and sustainable position for a company versus its competitors.

Module-Specific Employability Skills

- The e-marketing environment
- E-models, e-mix, e-customers, e-tools and e-business
- Designing and integrating e-marketing communications
- E-marketing programmes to build brand equity

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.	RESEARCH
2		Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.	KNOWLEDGE
3		Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.	None
4		Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	None
5		Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.	None
6		Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.	None
7		Contribute to the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate	None
8		Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification	EVALUATION

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (2,500 words)	40	1	Compulsory
CR	Critical Review (1,000 words)	40	8	
PP	Presentations and pitches (individual presentation)	20	2	

The following codes for assessment methods apply	
CA	Coursework assignment
CR	Critical Review
PP	Presentations and pitches

Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	12
Seminar	8
Tutorial	8
Workshop and Feedback	12
Presentation skills	8
Independent Learning Hours:	152

Indicative list of resources

Core texts:

Jobber, D. and Ellis-Chadwick, E. (2017). *Principles and Practice of Marketing*. London: Mc-Graw-Hill.

Ozuem, W. and Bowen, G. (2016). *Competitive Social Media Marketing Strategies*. Hershey: IGI.

Recommended Books

Bowen, G. and Ozuem, W. (2015). *Computer-mediated Marketing Strategies*, Hershey: IGI.

Chaffey, D. and Ellis-Chadwick, F. (2015). *Digital Marketing: Strategy, Implementation and Practice*, (6th ed.). Harlow: Pearson.

Kaufman, I. and Horton, C. (2014). *Digital Marketing: Integrating Strategy and Tactics with Values, A Guidebook for Executives, Managers, and Students*. London: Routledge.

Laudon, K. and Traver, C. (2016). *E-commerce 2016*, (12th ed). Business. Technology. Society, Harlow: Pearson.

Ozuem, W. and Bowen, G. (2015). *Computer-mediated marketing strategies: social media and*

online brand communities. Hersey: IGI Publications.

Rowles, D. (2014). *Digital Branding: A Complete Step-by-Step Guide to Strategy, Tactics and Measurement*. Kogan Page.

Journals

Journal of Marketing

Journal of Interactive Marketing

European Journal of Marketing

Journal of Business Research J

Journal of Consumer Research

Journal of Strategic Marketing

Journal of Retailing and Consumer Services

International Journal of Market Research

International Journal of Retailing and Consumer Services

Named Awards

Course	Compulsory
BSc (Hons) Business and Management with Integrated Foundation	Compulsory

General Module Information

Status	Draft
Module Name	Research Project
Module Code	BM 117
Credit Value	40 -
Level and Study block	6, Study Block 2
Pre-requisites	
Named Module Leader	Dr Gilbert Zvobgo
Module Delivery Team	Dr Gilbert Zvobgo, Dr Gordon Bowen, Dr Walter Gunetilleke, Dr Aparna Venkatesan

Module Aim

The dissertation module is an integrative research investigation enabling students to demonstrate that they can apply knowledge and understanding from the modules in a typical workplace environment. The precise topic for the project is selected by each student in consultation with the lecturer. The aim of the module is to develop high-level skills in research design, management and implementation through undertaking a major independent research project.

Summary Module Description

Research, of various kinds, is a key process at all levels of professional activity. Individuals and organisations depend upon the results of research for information that informs the formulation of policy, product/service, development of strategies and the decision-making processes.

The module seeks to enable students to be able to demonstrate the capacity and ability to identify a research theme, to develop research aims, objectives and to produce and present the outcomes of such research in both written and verbal formats. The module encourages students to reflect on their engagement in the research process in which recommendations for future, personal development are key learning points. On successful completion of this module students should be able to demonstrate the confidence to engage in problem-solving and research activities which are part of the function of a manager. Students will also have the fundamental knowledge and skills to enable them to investigate workplace issues and problems, determine appropriate solutions and present evidence to various stakeholders in an acceptable and understandable format.

Module-Specific transferable and Employability Skills

- Present, discuss and defend ideas, concepts and views effectively through written communication for recipients with differing levels of understanding and education
- Understand how to select a research problem and formulate a research proposal

- Understand different methodological approaches to a research project
- Critically evaluate relevant theories, models and concepts and apply these to a project
- Understand and apply ethical standards in the design and research of a project
- Understand and apply relevant data analysis techniques in a project
- Evaluate outcomes and, where appropriate, make defensible recommendations

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Select and use appropriate research methods and engage in practice informed by critical analysis and evaluation of diverse, complex concepts and ideas, and extend and improve knowledge by applying research methods learnt, e.g., in business management contexts.	RESEARCH
2		Evaluate in sufficient detail the essential (and other important) facts, concepts, theories, and principles in relation to the subject.	KNOWLEDGE
3		Critically evaluate arguments, assumptions, concepts, and information in relation to the subject and provide a well-argued account with appropriate and sufficient amount of evidence to support analysis and substantiate opinions.	None
4		Determine innovative ideas and skills, and apply knowledge/understanding of concepts and theories to a business/sector management	None
5		Evaluate the application of professional practice in real-world situation and justify the benefits it may offer.	PROFESSIONAL PRACTICE
6		Synthesize the application and/or practice of technical and social processes, including sustainability concept in order to generate original ideas and propose alternative solutions.	None
7		Contribute to the development of your creative and ethical leadership skills in a real-world environment, contribute and evaluate	None
8		Reflect on complex issues and material which includes an original and reflective approach and make rational judgement with justification	EVALUATION

Research Methodology and Proposal Writing

Quantitative data collection methods, different types, how to design a questionnaire, online survey tools, e.g., SurveyMonkey

Quantitative data analysis methods, basic statistics for data analysis and introduction to SPSS

Qualitative data collection methods

Qualitative data analysis methods Data collection and analysis

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
DE	Dissertation (3,000 words+/-10%).	80	1, 2, 8	Compulsory
PP	Presentations and pitches (individual presentation)	20	5	

The following codes for assessment methods apply	
DE	Dissertation
PP	Presentations and pitches

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 400	
Activity	Hours
Lecture	20
Seminar	26
Tutorial	16
Presentations of Research Proposal	24
Project supervision (Dissertation)	34
Independent Learning Hours:	280

Indicative list of resources Core texts:

Saunders, M., Thornhill, A. and Lewis, A. (2017). *Research Methods for Business Students*, Harlow, Pearson.

Crowther, D. and Lancaster, G. (2009). *Research Methods: a concise introduction in management and business consultancy*, (2nd ed.) Butterworth-Heinemann, Oxford

Fisher, C. (2010). *Researching and Writing a Dissertation: An Essential Guide for Business Students* Harlow, Pearson

Suggested Reading:

Berenson, M.L., Levine, D.M. and Szabat, K.A. (2015). *Basic Business Statistics: Concepts and applications*, (13th ed). Boston, MA: Pearson.

Bell, J. (2005). *Doing Your Research Project*. Buckingham: Open University Press.

Day, T. (2018). *Success in Academic Writing*. (2nd ed). Basingstoke: Palgrave

Macmillan. Field, A. (2018). *Discovering Statistics using IBM SPSS Statistics*, (5th ed). London: SAGE.

McMillan, K. and Weyers, J. (2007). *How to Write Dissertations and Project Reports*, Pearson Prentice Hall.

Yin, R.K. (2009). *Case Study Research. Design and Methods*, (4^{ed.}). SAGE Publications, Thousand Oaks.

Journals

Journal of Management Studies Wiley-Blackwell

Harvard Business Review

European Journal of Management

Journal of Interactive Marketing European

Journal of Marketing

Journal of Business Research Journal of Consumer Research

Journal of Strategic Marketing

Named Awards

Course	Compulsory
BSc (Hons) Business and Management	Compulsory