



# ICON College of Technology and Management

## Course Handbook 2021- 2022

**Course Title: BSc (Hons) Business Management 3 Yrs.**

**Course Code: ICON002 BSc-BM**

### 1. Key Information

<b>Status:</b> Draft
<b>Qualification Course Type:</b> Undergraduate
<b>Award:</b> BSc (Hons) Business Management
<b>Intermediate Qualification:</b> Cert in HE, Dip in HE, BSc
<b>Location:</b> ICON College of Technology and Management, London
<b>Awarding Institution:</b> Falmouth University
<b>Credit Value:</b> 360 Level 4-6 Credits.
<b>Duration:</b> 3 Years
<b>Academic year:</b> 2021 -2022
<b>UCAS Code:</b>
<b>Relevant External Benchmarking:</b> Business, Management (2016) - QAA
Mode of Study: Full Time
<b>Language of study:</b> English
<b>Course Fees £7500</b>
<b>Timetables:</b> Day, Evening and Weekend

### 2. Introduction

ICON College of Technology and Management offers a BSc (Hons) Business 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.

### **3 Entry Requirements for: BSc (Hons) Business Management**

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

A minimum of two completed A-levels at D grade and above, a BTEC Level 3 Diploma, Equivalent of A Level Qualification based on NARIC, or 4 GCSE at grade C and above and 3 Years' relevant work experience.

Alternative entry through the Integrated Foundation Year  
IELTS 6 reading, writing and speaking or Equivalent.

#### 4 Course Map – BSc (Hons) Business Management 3 yrs

##### Level 6

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

##### Level 5

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

##### Level 4

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

## 5 Course Aims

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.

- **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, collaborating with project teams and partners, and manage time and budgets effectively.

### **Career/future study opportunities**

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

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- **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.
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Or pursue further studies at postgraduate level in:

- Entrepreneurship
- Management Research
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## 6 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 management. The BSc (Hons) course at ICON College of Technology and Management (ICTM) has been designed to deliver these expectations.

During the three-year period of the programme 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 during Level 4 modules. Modules will include: Business Environment and Market Trends, Contemporary Management, and Financial Resources and Decision Making. In addition, in Level 4, students will be introduced to basic but essential skills, including: self-management creativity and digital literacy. 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 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 as well as Project Management and Managing Small Enterprise provide opportunities for the students to apply what they have already learned. Managing Small 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 unit 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 learning/teaching delivery. With the help of the University, the College will consider establishing a short industrial placement initiative for students to facilitate learning across some agreed modules.

Throughout module delivery, tutors, through formative assessment, will be urged to keep track of students' achievement in gaining specific employability skills as outlined as relevant to specific module. For specific modules in Level 5 of the programme, special workshop sessions 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 will provide blended learning. Some of the lecture-led sessions and videos can be delivered online using the virtual classroom system. The College will use the existing virtual learning environment (VLE) to deliver modules as well as for submitting assignments for both formative and summative assessments as part of blended learning.

The College is also committed to Research-informed Teaching (RIT) where teaching will be research-led,



research-tutored or even research-based. In a research-led approach, students learn about cutting-edge research in their fields of studies. In contrast, in a research-based approach student learn through critical engagement with peers and tutors in producing new findings. The research-based teaching seems to have effect on academic outcomes as well as employability.

## 7 Assessment Strategies

This programme makes use of a range of assessment methods to reflect meeting the modular learning outcomes and employability skills. All students will also need to submit an 8,000-word project based on an independent piece of research undertaken during the final stage of the course.

**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. Some of the modules will be assessed by a single coursework assignment and others will have a set of two summative assessment methods. All modules will be assessed using 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. An Employability Skills Tracking sheet maintained during the module delivery will be discussed during the feedback session.

**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 grade for this assessment. 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 Level 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.

**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. Some assignments may have more than one method used for assessment purposes. 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

TH: Thesis/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, etc.

**ICON COMMON ASSESSMENT CRITERIA**

	<b>OUTRIGHT FAIL</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>GOOD</b>	<b>VERY GOOD</b>	<b>EXCELLENT</b>	<b>EXCEPTIONAL</b>
<b>Assessment Criteria and Learning Outcome</b>	0-29%	30-39%*	40-49%	50-59%	60-69%	70-84%	85-100%
<p><b>1. Research</b></p> <p>Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions</p>	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.
<p><b>2. Knowledge</b></p> <p>Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.</p>	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.
<p><b>3. Analysis</b></p> <p>Extent of summarising the key findings of internal and external analysis in relation to the marketing of a product or service</p>	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.

<p><b>4. Application</b></p> <p>Effective deployment of appropriate methods, materials, tools and techniques; extent of skill demonstrated in the application of concepts to a variety of processes and evidence of innovative ideas.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Outstanding levels of application and deployment skills. Assimilation and development of cutting edge processes and techniques and evidence of outstanding innovative ideas</p>
<p><b>5. Professional Practice</b></p> <p>Demonstrates attributes expected in professional practice including: individual initiative and collaborative working; deployment of appropriate media to communicate (including written and oral); clarity and effectiveness in presentation and organisation.</p>	<p>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.</p>	<p>Media is poorly designed and/or not suitable for the audience. Poor independent or collaborative initiative. Work lacks structure, organisation, and/or coherence</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p><b>6 Process</b></p> <p>Recognise the key academic and professional concepts</p>	<p>Little or no ability to generate ideas, problem solving, concepts,</p>	<p>Some ability to generate ideas, problem solving, concepts, technical</p>	<p>An adequate ability to generate ideas, problem solving, concepts,</p>	<p>Competent ability to generate ideas, problem solving, concepts,</p>	<p>Very good ideas generation, problem solving, concepts, technical</p>	<p>Excellent ideas generation, problem solving, concepts, technical</p>	<p>Outstanding ideas generation, problem solving, concepts, technical</p>

and express relevant technical processes in response set briefs and/or problem-solving context	technical competency and proposals in response to set briefs and/or self-initiated activity	competency and proposals in response to set briefs and/or self-initiated activity.	technical competency and proposals in response to set briefs and/or self-initiated activity	technical competency and proposals in response to set briefs and/or self-initiated activity.	competency and proposals in response to set briefs and/or self-initiated activity	competency and proposals in response to set briefs and/or self-initiated activity	competency and proposals in response to set briefs and/or self-initiated activity
<b>7 Industry</b> Identify concepts relating to ethically informed industry practices and their real-world application(s)	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.
<b>8 Evaluation</b> Extent of evaluation and synthesis of issues and material	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.

## 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
BM101	4	Business Environment and Market Trends	20	1	C	CA PP	TPA		TPA		TPA			
BM102	4	Development Skills for Management and Work-life Balance	20	1	C	CA PP	TPA			TPA			TPA	
BM103	4	Concept of Innovation in Business	20	1	C	CA OT PP		TPA		TPA	TPA			TPA
BM104	4	Operations and Information Management	20	2	C	CA OT PP		TPA			TPA	TPA		
BM105	4	Contemporary Management	20	2	C	CA	TPA		TPA					
BM106	4	Financial Resources and Decision Making	20	2	C	CA PP	TPA			TPA		TPA		
BM107	5	Managing Small Business Enterprise	20	1	C	CA PP		TPA			TPA			TPA
BM108	5	Strategic Human Resource Management.	20	1	C	CA OT	TPA		TPA		TPA			
BM109	5	Organisational Behaviour	20	1	C	CA PP		TPA			TPA	TPA		
BM110	5	International Business	20	2	C	CA PP			TPA		TPA			TPA
BM111	5	Project Management in Business	20	2	C	CA PP		TPA	TPA		TPA			TPA

BM112	5	Sustainable and Resp. Management	20	2	C	CA OT	TPA		TPA		TPA			
BM113	6	Strategic Management	20	1	C	CA OT PP		TPA	TPA			TPA		
BM114	6	Managing Change	20	1	C	CA OT		TPA		TPA	TPA			TPA
BM115	6	Leadership Theory and Practice	20	1	C	CA OT PP	TPA				TPA		TPA	
BM116	6	Marketing in the Digital Age	20	2	C	CA PP		TPA			TPA	TPA		
BM117	6	Research Project (Dissertation)	40	2	C	TH 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	TH Thesis/Dissertation	OT: Other types of assessment such as Case study, blog, etc.
03 Analysis		PO Portfolio	
04 Application		CT Class Test	
05 Professional Practice		PP Presentation and Pitches	
06 Process		CR Critical Review	

## 9 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 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 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 Assessment Board.

## 10 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.

Assignments submitted after the final submission deadline, and within one week of the deadline, will be capped at 40% (Pass) unless extenuating circumstances apply. Any assignment submitted later than two weeks after the deadline (week one final submission and week two, the following week, which is late submission window) will not be accepted. A student then should follow submission and resubmission process.

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 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.

For further information on Assessment regulations about submission, resubmission and repeat of the module, please refer to the Student Handbook.

## 11 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 with 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:

- a). 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.
- b). To ensure a student has someone who will support the student's academic progression and identify any problems.
- c). 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 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.



## 12 Evaluation and Revision

- a). 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 to the Academic Board.
- b). The College also gives formative feedback on assignments to students through an online Formative Feedback Forum
- c). 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.

## 13 Further Information

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

## 14 Course Handbook in PDF

Download Course Handbook in PDF

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Managing Change
<b>Module Code</b>	<b>BM 114</b>
<b>Credit Value</b>	20
<b>Level and Study block</b>	6, Study Block 1
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Professor Nurun Nabi

## 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 organizational 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		Knowledge of the context and influences driving the development of organisation to change management practice	None
2		Application of different models of change management and their importance in organisations	APPLICATION
3		Analyse stakeholder influence on change in organisations	None
4		Evaluate the efficacy of different approaches to managing the process of change in organisations	EVALUATION
5		Contribute to development of strategies to help individuals through change, overcome resistance and achieve the desired results from change	INDUSTRY
6		Contribute to development of strategies to help individuals through change.	None
7		Overcome resistance and achieve the desired results from change	None
8		Resistance to change and change implementation	None

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 2,000 words)	60	2, 4	Compulsory
OT	Case study (recommended 1,500 words)	40	5	

The following codes for assessment methods apply

CA	Coursework assignment
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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	25
Seminar	25
Tutorial	10
Case studies and workshop	20
<b>Independent Learning Hours:</b>	<b>120</b>

## Indicative list of resources

### Core texts:

Burnes, B. (2017). *Managing Change (7<sup>th</sup> ed)*. Harlow, Pearson

Hatch, M.J. and Cunliffe, A.L. (2013). *Organization Theory: Modern, Symbolic and Postmodern Perspectives (3<sup>rd</sup> 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 Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Strategic Management
<b>Module Code</b>	<b>BM 113</b>
<b>Credit Value</b>	20
<b>Level and Study block</b>	6, Study Block 1
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Professor Nurun Nabi

## 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
1		Understand the strategic operating environment in both a national and international context	None
2		Analyse long term planning decisions in relation to the competitive advantage of an organisation	ANALYSIS
3		Evaluate the strategic case study information of an organisation	EVALUATION
4		Recognise the implementation and success of a specific strategic change management	None
5		Formulate organisational vision, aims and objectives including resource planning capabilities	None
6		Identify key findings of internal and external analysis in relation to marketing of a product or service	PROFESSIONAL PRACTICE
7		Define the process of strategic choice for a business organisation in a competitive environment	None
8		Develop knowledge of relevant strategic management strategies	None

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 2,000 words)	60	2	Compulsory
OT	Case study	20	3	
PP	Presentations and pitches (10 minutes individual presentation)	20	6	

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	20
Seminar	20
Tutorial	10
Practical Classes and workshop	20
Presentation skills	18
<b>Independent Learning Hours:</b>	<b>122</b>



## Indicative list of resources

### 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*, (2<sup>nd</sup> 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

*Harvard Business Review*, Harvard Business Publishing.

*Corporate Governance: An International Review*

### Named Awards

Course	Compulsory
BSc (Hons) Business Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Leadership Theory and Practice
<b>Module Code</b>	<b>BM 115</b>
<b>Credit Value</b>	20
<b>Level and Study block</b>	6, Study Block 1
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Professor Nurun Nabi

## 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 21<sup>st</sup> century.

## Module-Specific Employability Skills

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

## Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Assess different leadership styles and how they are affected by the economic, social and political context	RESEARCH
2		Develop core skills and competences in different leadership styles	None
3		Understand and evaluate the role of transformational leadership	None
4		Analyse the importance of demonstrating responsible leadership during a process of managing change	None
5		Evaluate the concept and application of the 'authentic leadership' model for encouraging others to follow a leader.	EVALUATION
6		Evaluate the role of leadership in meeting organisational goals and objectives	None
7		Demonstrate an understanding of the debate on contemporary issues in leadership and management	PROFESSIONAL PRACTICE
8		Understand contemporary issues in leadership – women and leadership, innovation, leadership in organisations	None

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 3,500 words)	50	1	Compulsory
OT	Case study	30	3	
PP	Presentations and pitches (10 minutes individual presentation)	20	7	

The following codes for assessment methods apply	
CA	Coursework assignment
OT	Case Study
PP	Presentation and pitches

## Assessment Criteria

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## Modes of delivery

## Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	20
Seminar	20
Tutorial	10
Practical Classes and workshop	20
Presentation skills	18

## 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, (7<sup>th</sup> Ed)*. London: SAGE.

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

Laasch, O. and Conaway, R. (2016). *Responsible business, (2<sup>nd</sup> 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, (5<sup>th</sup> 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 Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Marketing in the Digital Age
<b>Module Code</b>	BM 116
<b>Credit Value</b>	20
<b>Level and Study block</b>	6, Study Block 2
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Dr Gilbert Zvobgo

## 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 through to explore 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 programme to build brand equity

<b>LO #</b>	<b>Learning Outcome Name</b>	<b>Learning Outcome Description</b>	<b>Assessment Criteria Category</b>
1		Develop a critical understanding of major concepts, frameworks, and methods in marketing and assess their application to the business environment	None
2		Develop an appreciation of the place of digital marketing in contemporary marketing and business practice	PROCESS
3		Develop an advanced appreciation of the value of the brand and its strategic implications	None
4		Interpret market research results and understand their implications for marketing strategy	EVALUATION
5		Critically evaluate marketing strategies, programmes, and methods, including digital marketing solutions in different business contexts	
6		Design and integrate e-marketing communications	KNOWLEDGE
7		Understand relationships and technology: digital marketing and social media	None
8		Create e-market offerings for global markets	None

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 3,500 words)	80	2, 5	Compulsory
PP	Presentations and pitches (10 minutes individual presentation)	20	6	

The following codes for assessment methods apply

CA	Coursework assignment
PP	Presentations and pitches

## Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	20
Seminar	20
Tutorial	10
Practical Classes and workshop	20
Presentation skills	15
Independent Learning Hours: 115	

## 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*, (6<sup>th</sup> 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*, (12<sup>th</sup> 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

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**

<b>Course</b>	<b>Compulsory</b>
BSc (Hons) Business Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Research Project (Dissertation)
<b>Module Code</b>	117
<b>Credit Value</b>	40 including 10 credit research method
<b>Level and Study block</b>	6, Study Block 2
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Dr Gordon Bowen/Dr Gilbert Zvobgo

## Module Aim

The project/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 unit 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

Understanding of how to select a research problem and formulate a research proposal

Understanding of 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

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Explain and justify different methodological approaches to business research. Produce a critically informed research proposal relevant to research Project	KNOWLEDGE
2		Critically evaluate relevant models, theories and frameworks and apply these to your project.	None
3		Undertake a critical literature review, develop a research design, collect appropriate data, and conduct a competent and rigorous analysis and synthesis	RESEARCH
4		Identify research objectives and formulate and justify appropriate research methods, approaches and strategies to address the objective of research	None
5		Understand appropriate research methods to address the objectives	None
6		Apply data analysis techniques appropriate to the project	None
7		Synthesise and summarise the outcomes of the research/consultancy project (and where appropriate make defensible recommendations)	EVALUATION
8		Reflect findings within an academic and practical professional context.	PROFESSIONAL PRACTICE

## 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

Presentation of results

Conclusions and recommendations

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
TH	Thesis/Dissertation (recommended 8,000 words)	80	3, 7, 8	Compulsory
PP	Presentations and pitches (10 minutes individual presentation)	20	1	

The following codes for assessment methods apply	
TH	Thesis/Dissertation
PP	Presentations and pitches

## Assessment Criteria

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## Modes of delivery

<b>Module Target Learner Hours: 400</b>	
Activity	Hours
Lecture	70
Seminar	70
Tutorial	25
Presentations of Research Proposal	40
Project supervision (Dissertation)	70
<b>Independent Learning Hours: 125</b>	

## 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, (2<sup>nd</sup> 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, (13<sup>th</sup> ed.)*. Boston, MA: Pearson.
- Bell, J. (2005). *Doing Your Research Project*. Buckingham: Open University Press
- Day, T. (2018). *Success in Academic Writing. (2<sup>nd</sup> ed.)*. Basingstoke: Palgrave Macmillan.
- Field, A. (2018). *Discovering Statistics using IBM SPSS Statistics, (5<sup>th</sup> 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, (4ed.)*. 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 Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Managing Small Business Enterprise
<b>Module Code</b>	BM 107
<b>Credit Value</b>	20
<b>Level and Study block</b>	5, Study Block 1
<b>Pre-requisites</b>	None
<b>Named Module Leader</b>	Dr Reza Aboutalebi

## Module Aim

Small Business Enterprise constitutes the fastest growing sector in UK and globally. This module will enable the 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. Consequently, it is crucial to learn how a small business enterprise can be managed effectively and efficiently to ensure its survival and success.

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, you will learn how to analyse, plan, organise, promote, lead and grow small business enterprises successfully.

You will learn the importance of small business in the economy, planning and developing strategy, managing technology and talent in a small firm. You will also get to know how to manage day-to-day operations, how to find and keep customers, and how to expand a small business. The module also 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.

## 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		Develop step-by-step processes and techniques for the major organisational activities in a small business to ensure its effectiveness.	NONE
2		Examine the most suitable operations management techniques for small businesses.	PROCESS
3		Discuss a variety of leadership styles and functions that are appropriate for small businesses.	None
4		Challenge conventional views on small business enterprises	None
5		Recognise and use appropriate techniques of analysis to critically evaluate different management beliefs that can improve performance of small businesses.	EVALUATION
6		Apply effective communications regarding your proposed strategies or management practices to small business managers.	None
7		Organise own learning and professional development to prepare yourself as a manager with ability to run a small business effectively.	None
8		Investigate within your study team how a team-based organisational structure can assist small business to overcome organisational problems.	PROFESSIONAL PRACTICE

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 3,500 words)	80	2, 5	Compulsory
PP	Presentations and pitches (10 minutes individual presentation)	20	8	

The following codes for assessment methods apply

CA	Coursework assignment
PP	Presentations and pitches

## Assessment Criteria

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### Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	20
Seminar	20
Tutorial	10
Practical Classes and workshop	20
Presentation skills	15
Independent Learning Hours: 115	

### Indicative list of resources

Burns, P. (2017). *Entrepreneurship and Small Business*, (4<sup>th</sup> 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*, (3<sup>rd</sup> ed.). Harlow, Pearson Education (E-Book on <http://lrs.uwl.ac.uk>)

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

Mazzarol, T. and Rebound, S. (2020). *Small Business Management: Theory and Practice*, (4<sup>th</sup> 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*, (15<sup>th</sup> ed.). Cengage Learning, China.

Stocks, D. and Wilson, N. (2017). *Small Business Management and Entrepreneurship*, (7<sup>th</sup> 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*, (15<sup>th</sup> ed.). Cengage Learning, China.

Stokes, D. and Wilson, N. W. (2010). *Small Business Management and Entrepreneurship*, (6<sup>th</sup> 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*, (1<sup>st</sup> ed.). Financial Times Prentice Hall.



## General Reading

There is a wide range of general texts available on entrepreneurship and it is well worthwhile exploring the available literature as different texts often shed light on different aspects of the topic. An enthusiastic engagement with the relevant academic literature is expected from undergraduate students.

## 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 Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	International Business
<b>Module Code</b>	BM110
<b>Credit Value</b>	20
<b>Level and Study block</b>	5, Study Block 2
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Dr Gilbert Zvobgo

## 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.

## 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 globalisation, 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 you 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.

## Module-Specific Employability Skills

Contemporary decision making

Critical analysis of management practices

Analysing the business environment

Self-management

## Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Compare and contrast globalisation and international business and explain why their study is important	PROCESS
2		Explore some of the theories that explain national trade patterns	None
3		Discuss the importance of global integration and local responsiveness	None
4		Evaluate the different types of strategies used by multinational enterprises	EVALUATION
5		Analyse the effectiveness of different branding strategies organisations may employ internationally.	None
6		Communicate your findings regarding the impact of the international business environment on the performance of an organisation	None
7		Explain how you would manage political and cultural challenges for an organisation competing in an international environment	PROFESSIONAL PRACTICE
8		Discuss the major practices and complications of international distribution faced by organisations	None

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 3,500 words)	80	1, 4	Compulsory
PP	Presentations and pitches Presentations and pitches (10 minutes individual presentation)	20	7	

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

## Assessment Criteria

### Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	24
Seminar	12
Tutorial	10
Prestation Skills	12
<b>Independent Learning Hours:</b>	<b>142</b>

### Indicative list of resources

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

Daniels, J. D.; Radebaugh, L. H. and Sullivan, D. P. (2015). *International Business: Environments and Operations*, (15<sup>th</sup> 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*, (10<sup>th</sup> ed.). McGraw-Hill Education / Europe, Middle East & Africa

Wild, J. J and Wild. K. L. (2014). *International Business: The Challenges of Globalization*, (7<sup>th</sup> 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*

*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 Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Strategic Human Resource Management
<b>Module Code</b>	BM108
<b>Credit Value</b>	20
<b>Level and Study block</b>	5, Study Block 1
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Professor Nurun Nabi

## 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 needs/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 an HRM function 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		Understand, analyse and critically evaluate the managerial and business environment within which the HR professional works	PROCESS
2		Critically analyse globalisation and international forces and how they shape both organisational and HR strategies	None
3		Identify and evaluate models of strategic HRM and evaluate their effect of on performance of organisations	EVALUATION
4		Assess the main problems and debates associated with linking HRM strategic decisions with the strategic objectives of the organisation to improve performance.	None
5		Critically analyse globalisation and international forces and how they shape both organisational and HR strategies.	ANALYSIS
6		Analyse contemporary issues in strategic HRM relating to choices in employment systems, international HRM and expatriate management	None
7		Recognise the changing context and process of human resource management and development within contemporary work organisations (including the changing role of the HR professional and outsourcing debates)	None
8		Understand and critically evaluate government policy and legal regulations and how they inform the development of organisational and HR strategies and practices.	None

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment recommended 2,500 words	80	1, 5	Compulsory
OT	Case Study (recommended 1,000 words)	20	3	

The following codes for assessment methods apply

CA	Coursework assignment
OT	Case Study

### Assessment Criteria

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### Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	20
Seminar	20
Tutorial	10
Practical Classes and workshop	20
Presentation skills	15
Independent Learning Hours: 115	

### Indicative list of resource

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

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*, (10<sup>th</sup> ed). Pearson

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

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

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

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

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

#### Key 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
- 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](http://www.talentmgt.com)

[www.peoplemanagement.co.uk](http://www.peoplemanagement.co.uk)

#### Named Awards

Course	Compulsory
BSc (Hons) Business Management 3 yrs.	Compulsory



## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Sustainable and Responsible Management
<b>Module Code</b>	BM112
<b>Credit Value</b>	20
<b>Level and Study block</b>	5, Study Block 2
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Mr. Nazim Saleem

### 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.

### 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 critically analyse the need for adopting sustainable and responsible management practices.

## Module-Specific 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 knowledge and critical understanding of sustainable practice in relation to product(s) or provider(s) identifying multi-dimensional impacts and distinguishing best practices.	PROCESS
2		Employ original solutions to an established client need, examining the appropriateness of your approach.	None
3		Appraise real world, ethically informed, team working skills, exploring the differences between areas of best practice and opportunities for enhancement.	INDUSTRY
4		Employ secondary and primary research methodology to test the market for a product or service development.	None
5		Analyse formal reporting data in order to illustrate key factors and distinguish trends and opportunities.	ANALYSIS
6		Demonstrate the use of appropriate techniques to communicate complex ideas from an informed position.	None
7		Examine your personal and professional development requirements and demonstrate self-management in relation to a development plan.	None
8		Demonstrate individual personal responsibility within a multidisciplinary team context and examine approaches of self and others to collaboration.	None

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Course work assignment (recommended 2,000 words)	70	1, 5	Compulsory
OT	Best Practice Blog (recommended 1,000 words)	30	3	

The following codes for assessment methods apply

CA	Course work assignment
OT	Blog

## Assessment Criteria

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## Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	16
Seminar	16
Tutorial	8
Practical classes and workshops	8
Project supervision	14
Independent Learning Hours: 138	

## 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*  
ICTM

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**

<b>Course</b>	<b>Compulsory</b>
BSc (Hons) Business Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Organisational Behaviour
<b>Module Code</b>	BM 109
<b>Credit Value</b>	20
<b>Level and Study block</b>	5, Study Block 1
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Dr Miriam Green

## 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.

## Summary Module Description

This 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.

Emphasis will also be placed on the development of study, research and writing skills. Attention will be given to academic 'smart' reading, effective note-making, researching, structuring your writing, using theory, and referencing. These are designed to help individual students produce work that is clear, logical, strongly argued and well supported with evidence. There will be ample opportunity in class to practice these skills in relation to the topics studied.

## 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		Understand the key issues relating to organisational behaviour.	None
2		Apply a wide range of theories, indicating their relevance to organisational practice.	APPLICATION
3		Distinguish different underlying theoretical approaches to the subject and their impact on the types of knowledge produced.	None
4		Analyse management policies, and to organisational problems and outcomes.	None
5		Locate and research appropriate information from a variety of sources, using critical judgement regarding the sources used.	RESEARCH
6		Demonstrate effective group work to present the analysis of an organisation in class, to arrive at relevant and logical conclusions; and, where appropriate, to make recommendations specific to the particular organisation.	PROFESSIONAL PRACTICE
7		Plan and write relevant, coherent, logically structured, analytical and evidence-based work.	None
8		Understand a social contract which includes students' attentiveness in class, their attendance, their participation and their fulfilment of all tasks for both formative and summative assessment.	None

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 3,500 words)	80	2, 5	Compulsory
PP	Presentations and pitches (10 minutes individual presentation)	20	6	

The following codes for assessment methods apply

CA	Coursework assignment
PP	Presentations and pitches

### Assessment Criteria

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### Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	20
Seminar	20
Tutorial	20
Group and Individual Presentation	30
Independent Learning Hours	<del>110</del>

## Indicative list of resources

### Books

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

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

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

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

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

### Journals

Harvard Business Review

Journal of Management Studies

Journal of Organisational Behaviour

### Named Awards

Course	Compulsory
BSc (Hons) Business Management 3 yrs.	Compulsory



## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Project Management in Business
<b>Module Code</b>	BM111
<b>Credit Value</b>	20
<b>Level and Study block</b>	5, Study Block 2
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Dr Soroosh S.

## 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.

## Summary Module Description

This module is designed to introduce students to the organisational and analytical principles underlying business project planning and management. Throughout this module 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.

Throughout this module students also 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 students to gain an understanding of the various factors and constraints which apply to the creation and execution of a business project.

During the module, students 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

## Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Understand Project, Project management, Microsoft project and its implication in a business	None
2		Employ several planning and management tools, techniques, and standard to manage projects' time, cost, resources, manpower and performance	PROCESS
3		Analyse operational and financial data in planning and controlling projects	ANALYSIS
4		Examine perspectives to identify and evaluate leadership and team building relating to project management	None
5		Implement and compare and contrast various team building, communication, decision making, and problem-solving techniques in project management	INDUSTRY
6		Examine personal and professional development through organising activities, people, and presentations.	None
7		Monitor and evaluate the effectiveness of delivering projects to schedule, to quality and on budget.	None
8		Evaluate the role of stakeholders, leadership, teams, risk and quality in the various aspects of managing projects.	EVALUATION

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 3,500 words)	80	2, 3, 8	Compulsory
PP	Presentations and pitches (10 minutes individual presentation)	20	5	Compulsory

The following codes for assessment methods apply	
CA	Coursework assignments
PP	Presentations and pitches

### Assessment Criteria

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### Modes of delivery

<b>Module Target Learner Hours: 200</b>	
<b>Activity</b>	<b>Hours</b>
Lecture	12
Seminar	12
Tutorial and Workshops	24
Project supervision	24
<b>Independent Learning Hours: 128</b>	

### Indicative list of resources

- Biafore, B. (2011). *Successful Project Management*, (1<sup>st</sup> ed). Microsoft Press.
- Clements, J. P. and Gido, J. (2012) *Effective Project Management*, (5<sup>th</sup> 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*, (5<sup>th</sup> ed). Schwalbe Publishing.

### Named Awards

<b>Course</b>	<b>Compulsory</b>
BSc (Hons) Business Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Business Environment and Market Trend
<b>Module Code</b>	BM 101
<b>Credit Value</b>	20
<b>Level and Study block</b>	4, Study Block 1
<b>Pre-requisites</b>	None
<b>Named Module Leader</b>	Zvobgo, Gilbert

### Module Aim

To provide an overview of the complex nature of the business environment.

Businesses do not operate in a vacuum but in a dynamic environment that has a direct influence on how they operate and whether they will achieve their objectives or not. The external business environment is composed of different forces and each of these forces creates a unique set of challenges and opportunities for business. These external forces are beyond the control of management, so 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. 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.

In this module students will learn about the importance of various aspects of the changing business environment, and their impact upon 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.

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

### Module-Specific Employability Skills

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

## Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Examine the key components of the external business environment and explain why their study is important in business	PROCESS
2		Explore some of the changes brought by technology on management decision making process	None
3		Discuss the impact of culture on organisational goals of either a domestic or global organisation.	KNOWLEDGE
4		Examine the different types of management theories and how they are shaped by the business environment	None
5		Analyse the effectiveness of effect of the business environment in shaping the strategy of an organisation	ANALYSIS
6		Communicate your findings regarding the impact of business ethics on the performance of an organisation	None
7		Explain how the business environment affect the management of innovation and invention in an organisation	None
8		Discuss the current major market trends and how they affect both marketing decisions and organisational strategy	None

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 3,500 words)	80	1, 5	Compulsory
PP	Presentations and pitches (10 minutes individual presentation)	20	3	

The following codes for assessment methods apply

CA	Coursework assignment
PP	Presentations and pitches

**Assessment Criteria**

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**Modes of delivery**

<b>Module Target Learner Hours: 200</b>	
<b>Activity</b>	<b>Hours</b>
Lecture	24
Seminar	17
Tutorial	17
<b>Independent Learning Hours: 142</b>	

**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*

*OECD Country Surveys: OECD*

<b>Course</b>	<b>Compulsory</b>
BSc (Hons) Business Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Development Skills for Management and Work- Life Balance
<b>Module Code</b>	BM102
<b>Credit Value</b>	20
<b>Level and Study block</b>	4, Study Block 1
<b>Pre-requisites</b>	None
<b>Named Module Leader</b>	Prof Zakir Hossain

## 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 the development skills for management and their importance in creating and maintaining a work life balance	PROCESS
2		Explore some of the theories of developing skills that explain how to enhance different management development skills	None
3		Discuss the importance of creating a work life balance in organisations as a good management practice.	None
4		Examine the different types of strategies and methods used for development skills by organisations and individuals	None
5		Evaluate the effectiveness of different strategies organisations and individuals may employ to create and develop a work life balance.	EVALUATION
6		Explain how work life balance affects productivity and organisational growth	None
7		Explain how the challenges of external barriers, e.g. social, political, economic, environmental and cultural factors, affect the achievement of an organisation's objectives.	PROFESSIONAL PRACTICE
8		Understand and critically evaluate government policy and legal regulations in promoting work life balance and developing management skills.	None

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 3,500 words)	80	1, 5	Compulsory
PP	Presentations and pitches (10 minutes individual presentation)	20	7	

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

## Assessment Criteria

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<b>Module Target Learner Hours: 200</b>	
<b>Activity</b>	<b>Hours</b>
Lecture	20
Seminar	20
Tutorial	10
Practical Classes and workshop	20
Presentation skills	15
<b>Independent Learning Hours: 115</b>	

## 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](http://www.talentmgt.com)

[www.peoplemanagement.co.uk](http://www.peoplemanagement.co.uk)

**Named Awards**

Course	Compulsory
BSc (Hons) Business and Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Concept of Innovation in Business
<b>Module Code</b>	BM103
<b>Credit Value</b>	20
<b>Level and Study block</b>	4, Study Block 1
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Dr W Gunetilleke

### 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. This module introduces students to the concept of innovation to enable them to meaningfully contribute to the economic development. 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.

In this module students learn relevant concepts and theoretical frameworks of inventions and innovations to help apply them in real life situations for the benefit of organisations as well.

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.

### 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 a never-ending aspect

Critical Thinking and conceptualisation skills

Complex Problem-solving

## Learning Outcomes

LO	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category*
1	I	Understand the differences between inventions and innovations with a historical development of the concepts to the present-day developments	None
2		Understand the concept of commercialisation of innovations as a key aspect of success in innovations and the models of commercial funnels	PROCESS
3		Understand the role of management and leadership in the creation of the organisational structures which promote innovation	None
4		Gain an understanding of the different types of innovations and the nature of evolving such different types through obsolescence, disruptive innovations and incremental innovations	ANALYSIS
5		Understand the need of commercialisation of innovations and in that context the role of start-up enterprises, funding sources and the protection of innovations from exploitation through intellectual property law	INDUSTRY
6		Innovation project management skills, role of the innovation manager and the management of the research and design centre	
7		Appreciate the role of innovation in the creation of sustainable competitive advantages in business	None
8		The exploration of the type of Management and Leadership required in an organisation to cope with innovations and inventions	PROFESSIONAL PRACTICE

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 2,500 words)	40	2,4	Compulsory
OT	Business case study analysis (recommended 1,000 words)	40	5	
PP	Presentations and pitches (10 minutes individual presentation)	10	8	

The following codes for assessment methods apply	
CA	Coursework assignment
OT	Business case study analysis
PP	Presentations and Pitches

## Assessment Criteria

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## Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	30
Seminar	30
Tutorial	15
Practical classes and workshops (Poster including)	20
Independent Learning Hours: 105	

## 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*, (3<sup>rd</sup> 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*, (8<sup>th</sup> 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 Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Operations and Information Management
<b>Module Code</b>	BM104
<b>Credit Value</b>	20
<b>Level and Study block</b>	4, Study Block 2
<b>Pre-requisites</b>	
<b>Named Module Leader</b>	Dr Lakshmi N Vedanthachari

## 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		Understand the operation and information management, and the importance of information for operation management	None
2		Examine the contributions of effective operations and information management to business success	PROCESS
3		Analyse operations management problems using established models and theories	None
4		Develop business process maps for a given operation	None
5		Analyse data and make meaningful interpretation from the dataset	RESEARCH
6		Identify the data requirements for a given business function	ANALYSIS
7		Evaluate the role of data protection regulations on innovation, privacy and ethics	EVALUATION
8		Apply operations and information management techniques to operations and information management problems	

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework Assignment (recommended 2,500 words)	50	5, 6	Compulsory
OT	Problem solving – Solve a set of problems using Excel	30	2	
PP	Presentations and pitches (10 minutes individual presentation)	20	7	

The following codes for assessment methods apply	
CA	Coursework assignment
OT	Problem solving
PP	Presentation and pitches

## Assessment Criteria

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## Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	24
Seminars	24
Tutorial	20
Workshop and project Supervision	30
<b>Independent Learning Hours:</b>	<b>102</b>

## Indicative list of resources

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

Bozarth, C., and Hanfield, R. (2019). *Introduction to Operations and Supply Chain Management*, (5<sup>th</sup> 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*, (16<sup>th</sup> 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](http://www.cio.com)

[www.wired.co.uk](http://www.wired.co.uk)

<http://www.scdigest.com/>

<https://www.techtarget.com/>

<https://www.industryweek.com/>

General Management and Economy

[www.hbr.org](http://www.hbr.org)

[www.ft.com](http://www.ft.com)

[www.economist.com](http://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>

Course	Compulsory
BSc (Hons) Business Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Contemporary Management
<b>Module Code</b>	BM 105
<b>Credit Value</b>	20
<b>Level and Study block</b>	4, Study Block 2
<b>Pre-requisites</b>	None
<b>Named Module Leader</b>	Dr Reza Aboutalebi,

### Module Aim

To develop critical thinking and analysis of all management decisions and actions in modern organisational setting 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.

In this module, students are encouraged to question any management theory or practice that may have any shortcomings in delivering effective management at the current time. Evolution of management thought will be explored to indicate its future direction. You 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. Another area of development will be issues of learning to lead individual and groups in the context of modern firms.

### 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 improve critical organizational processes and systems in order to enhance organisational performance.	None
2		Explore some of the dominant management thought to identify their strengths and weaknesses.	PROCESS
3		Discuss the importance of corporate social responsibility in improving the organisation's ethical business.	None
4		Understand the factors that determine the effective management of people in an organisation	None
5		Analyse the effectiveness and efficiency of the relevant management theories and practices that can be employed or have been already employed by the organisation.	ANALYSIS
6		Evaluate your findings regarding impact of globalized business environment on performance of the organization to managers.	EVALUATION
7		Organise your own learning and development regarding appropriate approach to manage complex situations.	None
8		Discuss within your study team the ways in which individual and teams can be led successfully.	None

## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 3,500 words)	100	2, 5 and 6	Compulsory

The following codes for assessment methods apply	
CA	Coursework assignments

## Assessment Criteria

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## Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	24
Seminar and workshop	12
Tutorial	12
Project Supervision	10
Independent Learning Hours: 142	

## Indicative list of resources

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

Hamilton, L., Mitchell, L. and Mangan, A. (2019). *Contemporary Issues in Management: A Critical Management Approach*, (2<sup>nd</sup> 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 Management 3 yrs.	Compulsory

## General Module Information

<b>Status</b>	Draft
<b>Module Name</b>	Financial Resources and Decision Making
<b>Module Code</b>	BM 106
<b>Credit Value</b>	20
<b>Level and Study block</b>	4, Study Block 2
<b>Pre-requisites</b>	None
<b>Named Module Leader</b>	Dan Sookun

### Module Aim

The module will 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 an important component in almost every environment.

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

The module will examine and evaluate 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		Discuss the various sources of the finance that might be used in business and contrast a range of short-term and long-term finance, and their implications on the profitability of the business.	PROCESS
2		Explore some of the theories of material planning such as the EOQ, JIT and supply chain management	None
3		Discuss the importance of break-even analysis as a short-term decision criterion using marginal cost approach.	None
4		Evaluate different types of investment appraisal techniques for long-term decision making such as Payback, Net Present Value and Internal Rate of Return.	EVALUATION
5		Examine the importance of capita decisions, such as Security asset classes, Shares, Bonds, Property, Cash, commodities, Portfolio Theory, Market efficiency	None
6		Understand aspects of financial reporting, such as Activity based costing, Variance analysis, Lean management and TQM	APPLICATION
7		Interpret a strategic business unit (SBU) using Average rate of return, Residual income and benchmarking	None
8		Understand commercial projects using KPI, EPS, DPS and Balanced scorecard	None



## Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
CA	Coursework assignment (recommended 3,500 words)	80	1, 4	Compulsory
PP	Presentations and pitches (10 minutes individual presentation)	20	6	

The following codes for assessment methods apply

CA	Coursework assignment
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PP	Presentations pitches
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## Assessment Criteria

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## Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	24
Seminar	24
Tutorial	20
Group and individual presentation	20
<b>Independent Learning Hours:</b>	<b>112</b>

## Indicative list of resource

Atrill, P. (2019). *Financial Management for Decision Makers*, (9th ed.). Pearson  
 Drury, C. (2018). *Management and cost accounting*, (10<sup>th</sup> ed). London: Cengage Learning EMEA  
 McLaney, E. and Atrill, P. (2019). *Accounting and Finance: An Introduction*, (9<sup>th</sup> 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*  
 ICTM

*European Journal of International Management*  
*Global Strategy Journal*  
*Journal of International Business Studies*  
*Journal of International Economics*  
*Journal of International Management*  
*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 Management 3 yrs.	Compulsory