



Course Handbook

Course Title: BSc (Hons) Business & Management Level 6 Top- Up

Course Code: ICON001TOPUP

Key Information

Award: BSc (Hons) Business & Management
Course Id: ICON001TOPUP
Location: ICON College of Technology and Management, London
Awarding Institution: Falmouth University
Credit Value: 120
Course Structure: 4x20 credits; 1x40 Collaborative Social Action Project
Duration: 1 year
Academic year: 2021 -2022
Mode of Study: Full Time
Language of study: English
Course Fees 7500
Timetables: Day, Evening and Weekend

1. 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.

This course aims to develop knowledge and understanding, build entrepreneurial skills, and cultivate emotional intelligence towards careers in management. You will develop confidence, cultural perspective, practical skills, self-reliance, and critical judgement backed by cutting-edge research, articulated through innovative, sustainable, ethical and professional business and leadership practice.

2. Entry Requirements

Entry Requirements for: BSc (Hons) Business & Management

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

- HND in relevant subject area

and,

- Demonstrate a Commitment to Study and a reasonable expectation of success on the Course (ICON internal graduates would not go through interview process)
- Where applicants have a formal HND qualification from other educational institution, they may be required to undertake **two weeks** bridging Course before or at the start of semester, based on the judgment of the senior admission tutor in the interview, if they are accepted to the Course.

3. Course Structure

Level 6 has 5 compulsory modules including a Social Action Project. There is a mix of taught and independent learning on each module to allow students to apply learning to their practice.

Module List

Course No	Level 6 Modules (Five Modules, 120 Credit Value)	Module	Credit
BUS 116	DataLab: Generation, Analysis, Iteration	Compulsory	20
BUS 114	Global Economies and International Markets	Compulsory	20
BUS 115	Creative & Ethical Leadership	Compulsory	20
BUS 113	Crafting Your Future: Professional Practice and Research	Compulsory	20
BUS 117	Social Action Project	Compulsory	40

4. Semester breakdown

Semester One - Study Block 1	Semester Two - Study Block 2
Crafting Your Future: Professional Practice Global Economies and International Markets Creative & Ethical Leadership	DataLab: Generation, Analysis, Iteration Social Action Project

5. Course Specific Employability Skills

On completion of this course you will attain the following Employability Skills: collaborative working, self-management, operating commercially, problem-solving, effective leadership, research and analysis, understanding data, critical reflection, communication, project management, creativity, sustainable and regenerative problem-solving, transdisciplinary thinking and working.

6. Learning Outcomes

LO name	Level 6
01 Process	Synthesize component concepts and characteristics of sustainable process as an area of academic and applied study, in order to generate original ideas and propose alternative solutions.
02 Innovation	Formulate appropriate decisions in complex and unpredictable contexts in which data may be limited or contradictory, applying creativity and risk management appropriately.
03 Industry	Evaluate the development of your creative and ethical leadership skills in a real-world environment.
04 Research	Apply a justified systematic approach to research methodology and demonstrate advanced information skills.
05 Analysis	Accurately deploy established techniques of analysis to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete).
06 Communication	Produce persuasive communications regarding information, ideas, problems and solutions to identified specialist and/or non-specialist audiences.
07 Organisation	Examine your personal and professional development requirements and demonstrate self-management in relation to a development plan.
08 Collaboration	Demonstrate individual personal responsibility within a multidisciplinary team context and examine approaches of self and others to collaboration.

7. Degree classification

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

First Class (1):

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

Upper Second Class (2:1):

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

Lower Second Class (2:2):

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

Third Class (3):

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

8. Assessment Strategies

This course makes use of a wide range of strategies to assess and give feedback.

Summative assessment: You will be assessed in a variety of ways that measure your learning against the learning outcomes for each module. You will have up to 2 summative assessment points per module. You will be given the opportunity to book a 1:1 session with a module tutor after the assessment to receive feedback on the work submitted and grade awarded, as this will help identify areas for improvement and development. These forms of assessment have been chosen to give a range of methods for demonstrating knowledge and skills, to practice professionally relevant skills, and to build towards a portfolio of work.

Formative assessment: Non-mark bearing (formative) assessment also forms an important part of the assessment process. Formative assessment includes all the feedback received from tutors and in peer-review sessions. It provides the opportunity to receive constructive feedback on work at various stages of each module. You can use this feedback to shape the work being submitted for summative assessment.

Certain modules include assessments with a reflective component, where you will situate your development in relation to, for example, environmental sustainability, gender and sexuality, creative approaches to enterprise, ego and personal insight, responsible business in society, working with and for communities, emotional intelligence in business contexts, or mental and physical health and wellbeing. This is to ensure you are engaged with the whole system of business and entrepreneurial thinking, including its social and cultural elements and impacts, preparing you to be emotionally intelligent and future-conscious leaders in your chosen fields.

Feedback: Feedback can occur at any time and can be verbal or written, individual or group, formal or informal, peer or tutor, summative or formative. It is a key part of the assessment strategy of the course. Tutor feedback will be given as part of all summative assessment and will refer to the strengths and weaknesses of your submitted work. All feedback is designed to help you on future modules and assignments.

Assessment Methods are tailored for each module and reflect their particular Aims and Learning Outcomes. Assignments are designed to facilitate learning and nurture the development of knowledge, competencies and critically reflective thinking and practice Assessment methods will be clearly explained in module guides.

Typical assessment methods for this course may include:

- Individual and group industry reports
- Presentations and pitches
- Critical evaluations
- Business case studies
- Individual and group reports
- Portfolios of production work
- Responses to live briefs
- Short reflective essays

9. Assessment Regulations

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

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

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

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

10. 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 encounter 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 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 a Therapy Clinic (which is an external

healthcare company). A Student Career and Welfare Officer is available for published hours each week (including Saturdays) to provide counselling and welfare advice to ensure equality of access to provision.

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

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

11. 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 conducts a 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.

12. Further Information

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

13. Course Handbook in PDF

Download Course Handbook in PDF

UNDERGRADUATE COMMON ASSESSMENT CRITERIA

(1 st) 85-100%	(1st) 70-84%	(2:1) 60-69%	(2:2) 50-59%	(3rd) 40-49%	Fail 30-39%	Fail 0-29%
OUTSTANDING	EXCELLENT	VERY GOOD	COMPETENT	ADEQUATE	MARGINAL FAIL	FAIL
Achieved the required learning outcomes	Achieved the required learning outcomes	Achieved the required learning outcomes	Achieved the required learning outcomes	Achieved the required learning outcomes with a minimally adequate response.	The student has Failed to achieve the required learning outcomes.	The student has Failed to achieve the required learning outcomes.
Subject knowledge and skills	Subject knowledge and skills	Subject knowledge and skills	Subject knowledge and skills	Subject knowledge and skills	Subject knowledge and skills	Subject knowledge and skills
PROCESS: The student demonstrates outstanding ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.	PROCESS: The student demonstrates excellent ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.	PROCESS: The student demonstrates very good ideas generation, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.	PROCESS: The student demonstrates the competent ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.	PROCESS: The student demonstrates an adequate ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.	PROCESS: The student demonstrates some ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.	PROCESS: The student demonstrates little or no ability to generate ideas, problem solving, concepts, technical competency and proposals in response to set briefs and/or self-initiated activity.
INNOVATION: The student demonstrates outstanding , independent practice, experimentation, risk taking, creativity (i.e. new ideas and/or solutions), extensive and insightful	INNOVATION: The student demonstrates excellent independent practice, experimentation, risk taking, creativity, originality (i.e. new ideas and/or solutions) and in-depth	INNOVATION: The student demonstrates very good evidence of independent practice, experimentation, risk taking, creativity, originality (i.e. new ideas and/or solutions) and	INNOVATION: The student demonstrates competent evidence of independent practice, experimentation, risk taking, creativity, originality (i.e. new ideas and/or solutions) and	INNOVATION: The student demonstrates adequate evidence of independent practice, experimentation, risk taking, creativity, originality (i.e. new ideas and/or solutions) and	INNOVATION: The student demonstrates some evidence of independent practice, experimentation, risk taking, creativity, originality (i.e. new ideas and/or solutions) and	INNOVATION: The student demonstrates little or no evidence of independent practice, experimentation, risk taking, creativity, originality

enquiry into	enquiry into	in-depth	enquiry into	enquiry into	enquiry into	(i.e. new
INDUSTRY: The student's work demonstrates an outstanding , ethically informed, real-world experience of industry/business environments and markets.	INDUSTRY: The student's work demonstrates an excellent , ethically informed, real-world experience of industry/business environments and markets.	INDUSTRY: The student's work demonstrates a very good , ethically informed, real-world experience of industry/business environments and markets.	INDUSTRY: The student's work demonstrates a competent , ethically informed, real-world experience of industry/business environments and markets.	INDUSTRY: The student's work demonstrates an adequate , ethically informed, real-world experience of industry/business environments and markets.	INDUSTRY: The student's work demonstrates some ethically informed, real-world experience of industry/business environments and markets.	INDUSTRY: The student's work demonstrates little or no ethically informed real-world experience of industry/business environments and markets.
Generic and graduate skills	Generic and graduate skills	Generic and graduate skills	Generic and graduate skills	Generic and graduate skills	Generic and graduate skills	Generic and graduate skills
RESEARCH: The student demonstrates outstanding research and information skills.	RESEARCH: The student demonstrates excellent research and information skills.	RESEARCH: The student demonstrates very good research and information skills.	RESEARCH: The student demonstrates competent research and information skills.	RESEARCH: The student demonstrates adequate research and information skills.	RESEARCH: The student demonstrates some research and information skills.	RESEARCH: The student demonstrates little or no research and information skills.
ANALYSIS: The student demonstrates an outstanding ability to critically engage with and analyse information and formulate reasoned arguments.	ANALYSIS: The student demonstrates an excellent ability to critically engage with and analyse information and formulate reasoned arguments.	ANALYSIS: The student demonstrates a very good ability to critically engage with and analyse information and formulate reasoned arguments.	ANALYSIS: The student demonstrates a competent ability to critically engage with and analyse information and formulate reasoned arguments.	ANALYSIS: The student demonstrates adequate ability to critically engage with and analyse information and formulate reasoned arguments.	ANALYSIS: The student demonstrates some ability to critically engage with and analyse information and formulate reasoned arguments.	ANALYSIS: The student demonstrates little or no ability to critically engage with and analyse information and formulate reasoned arguments.
COMMUNICATION: The student demonstrates outstanding communication	COMMUNICATION: The student demonstrates excellent communication	COMMUNICATION: The student demonstrates very good communication	COMMUNICATION: The student demonstrates competent communication	COMMUNICATION: The student demonstrates adequate communication	COMMUNICATION: The student demonstrates some communication	COMMUNICATION: The student demonstrates little or

ORGANISATION : The student demonstrates outstanding self-management skills.	ORGANISATION : The student demonstrates excellent self-management skills.	ORGANISATION: The student demonstrates very good self-management skills.	ORGANISATION: The student demonstrates competent self-management skills.	ORGANISATION: The student demonstrates adequate self-management skills.	ORGANISATION: The student demonstrates some self-management skills.	ORGANISATION: The student demonstrates little or no aptitude for self-management.
COLLABORATION: The student demonstrates outstanding (multi-disciplinary) team working.	COLLABORATION: The student demonstrates excellent (multi-disciplinary) team working.	COLLABORATION: The student demonstrates very good (multi-disciplinary) team working.	COLLABORATION: The student demonstrates competent (multi-disciplinary) team working.	COLLABORATION: The student demonstrates adequate (multi-disciplinary) team working.	COLLABORATION: The student demonstrates some (multi-disciplinary) team working.	COLLABORATION: The student demonstrates little or no (multi-disciplinary) team working.

General Module Information

Status	Approved
Module Name	Data Lab: Generation, Analysis, Iteration (level 6)
Module Code	BUS 116
Credit Value	20
Level and Study block	6, Study Block 2
Pre-requisites	
Named Module Leader	Dr S Soroosh

Module Aim

To understand industry and cultural contexts for data in business, critically approach possibilities and limitations of data-based forecasting, and effectively manage data in iterative cycles to inform business decisions

Summary Module Description

We are now in an era where Big Data is more important than ever, as a driver of the Fourth Industrial Revolution, as a product, as an industry, as a risk. In this module you'll build knowledge of cultural contexts for Big Data, examples of how data is a resource and a product, considerations for mitigating risks associated with privacy and data ethics. This will culminate in a data-centric game where teams will aim to manage, integrate and use different forms of data to achieve specific outcomes.

Broadly, across the module students will build skills in finding and analysing data in the pursuit of business goals. We'll look at data in relation to project parameters, for example everyday business analytics used to track progress and make decisions; you'll also use limited datasets to project hypotheses, exploring how data can help us effectively 'futurecast' in many scenarios, and will also critically assess the limitations of data-based forecasting.

Working with data in this module involves designing iterative cycles of data management, including data generation and gathering, collation, analysis, data-informed decision-making, assessment of outcomes, and refinement of processes. Students will examine the effects of data on business models, product development, and customer engagement, and consider this from perspectives of managers, marketers and entrepreneurs. They will also think critically about data; after all, data is just bits of information, and we can define and use this in many ways, some yet to be discovered.

Module-Specific Employability Skills

- Collaborative working
- Operating commercially
- Problem-Solving
- Research & Analysis
- Understanding Data
- Research and Analysis
- Understanding Data

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Synthesize component concepts and characteristics of sustainable process as an area of academic and applied study, in order to generate original ideas and propose alternative solutions	PROCESS
2		Formulate appropriate decisions in complex and unpredictable contexts in which data may be limited or contradictory, applying creativity and risk management appropriately.	None
3		Evaluate the development of your creative and ethical leadership skills in a real-world environment.	None
4		Apply a justified systematic approach to research methodology and demonstrate advanced information skills	None
5		Accurately deploy established techniques of analysis to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete	None
6		Produce persuasive communications regarding information, ideas, problems and solutions to identified specialist and/or non-specialist audiences.	None
7		Design your ongoing learning and continuing personal and professional development through self-appraisal, reflection and self-management	ANALYSIS
8		Argue individual positions to formulate safe and effective solutions within a team, whilst recognising and respecting opposing professional opinions and the values of inclusivity	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
PO	Data analytics portfolio	100	1, 5, 7	Compulsory
The following codes for assessment methods apply				
PO	Portfolio			

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	6
Seminar	18
Project supervision	36
Tutorial	10
Independent Learning Hours: 130	

Indicative list of resources

Recommended

Reading Main

Textbooks

Bourgeois, D.T., Smit, J.L., Wang, S., Mortati, J. (2019). *Information systems for business and beyond*. Open Textbook Challenge, the Saylor Foundation.

Gitman, L., and McDaniel, C. (2018). *Introduction to Business*. OpenStax, Rice University, TX.

Grossmann, W., and Rinderle-Ma, S. (2015). *Fundamentals of business intelligence*.

Springer.

Rainer, R.K., Prince, B., and Cegielski, C. (2015). *Introduction to information systems: supporting and transforming business*, Wiley.

Prat, L. (2019). *Link: How decision intelligence connects data, actions, and outcomes for a better world*. Emerald Publishing Limited, UK.

Additional Textbooks

Chaffey, D., Hemphill, T., & Edmundson-Bird, D. (2019). *Digital business and e-commerce management*. Pearson UK.

Collins, K. (2012). *An introduction to Business*. Lardbucket.org.

Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. A. (2013). *Fundamentals of Business process management*. Berlin: Springer-Verlag.

Glykas, M. (2013). *Business Process Management: Theory and Applications*. Berlin: Springer.

Journals

Journal of Business Research

International Journal of Business Intelligence and Data Mining

International Journal of Business Intelligence Research

(IJBIR) International Journal of Electronic Commerce

Expert Systems with Applications

Websites

Businessintelligence.com
Business-
intelligence.ac.uk Harvard
Business Review

Adobe bite size courses via <https://store.falmouth.ac.uk/product-catalogue/software-training/courses-for-falmouth-students/adobe-courses#bc0d182ab3747c7193785ce88de3e7ac>

Academic journals:

Enterprise and Society
Journal of Product Innovation
Management Technovation
Creativity and Innovation
Management Industry and Innovation

Named Awards

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

General Module Information

Status	Approved
Module Name	Global Economies and International Markets (level 6)
Module Code	BUS114
Credit Value	20
Level and Study block	6, Study Block 1
Pre-requisites	
Named Module Leader	Dr Gilbert Zvobgo

Module Aim

To develop a critical appreciation of the dynamic nature of international markets and the opportunities open to businesses that have a global outlook.

Summary Module Description

The international trading environment is always changing, and therefore aspects of the content of this module will vary to reflect contemporary factors. You will start by examining the economic, political, social/cultural and environmental drivers that impact on international trade, drawing on both key historical and current examples.

You will explore different modes of entry in international markets. Through the process of selecting and assessing an international market of your choice, you will focus on the practical issues when expanding into international markets, as well as critiquing the support and guidance available to businesses and entrepreneurs when entering a new international market.

You'll engage with implications and complexities of:

- World economy
- Globalisation
- International business environment
- Global business issues
- Global cultural perspectives
- Multinational enterprise
- Working across cultures
- Managing across cultures

You will carry out a literature review on a topic of your choice within international business, and a linked case study of a global business trend or issue. Analytical thinking is key. By the completion of this module, you will be well prepared to discuss regional and cultural dimensions of business decisions.

Module-Specific Employability Skills

- Self-management
- Operating commercially
- Research & Analysis
- Critical Reflection
- Project Management
- Sustainability & Representative Problem-solving
- Transdisciplinary Thinking & Working

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Synthesize component concepts and characteristics of sustainable process as an area of academic and applied study, in order to generate original ideas and propose alternative solutions	None
2		Formulate appropriate decisions in complex and unpredictable contexts in which data may be limited or contradictory, applying creativity and risk management appropriately.	INNOVATION
3		Evaluate the development of your creative and ethical leadership skills in a real-world environment.	None
4		Apply a justified systematic approach to research methodology and demonstrate advanced information skills	RESEARCH
5		Accurately deploy established techniques of analysis to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete)	None
6		Produce persuasive communications regarding information, ideas, problems and solutions to identified specialist and/or non-specialist audiences.	None
7		Design your ongoing learning and continuing personal and professional development through self-appraisal, reflection and self-management	None
8		Argue individual positions to formulate safe and effective solutions within a team, whilst recognising and respecting opposing professional opinions and the values of inclusivity	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
PP	Globally-informed project proposal with rationale	100	2, 4	Compulsory

The following codes for assessment methods apply	
PP	Proposal

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	12
Seminar	20
Tutorial	6
Practical classes and workshops	4
Project supervision	10
Independent Learning Hours: 148	

Indicative list of resources

Recommended

Reading Main

Textbooks

Chee, H. and Harris, R. (1998). *Global Marketing Strategy*. Pitman /FT

Gray, D.E. (2004). *Doing Research in the Real World*. SAGE Publications, London

Hamilton, L (2018). *The international business environment*, (4th ed). Oxford University Press,

Oxford Keegan, J. and Green M (2005). *Global Marketing*. Prentice Hall

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

Additional Textbooks

Mazzucato, M. (2018). *The Value of Everything: Making and Taking in the Global Economy*. Hachette,

UK Rivoli, P. (2015). *The Travels of a T-Shirt in the Global Economy*. Hoboken: Wiley & Sons, Inc.

Hill, C. and Tomas, G. (2018). *International Business: Competing in the Global Marketplace*, (12th ed). McGraw- Hill Higher Education

Taillard, M. (2013). *101 Things Everyone Needs to Know about the Global Economy*. Advantage Quest Publications

Janet A. Gregory, J.A. and Robert S. Pearlstein, R.S. (2017). *Built for Global: Navigating International Business and Entering New Markets*, (1st ed). CreateSpace Independent Publishing Platform

Journals

- Journal of International Business Studies
- International Journal of Research in Marketing
- Journal of World Business
- International Business Review
- Critical Perspectives on International Business
- Global Networks

Websites

- Fast company
- INC. Entrepreneur
- MIT Technology Review
- Stanford Business
- Harvard Business Review

Named Awards

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

General Module Information

Status	Approved
Module Name	Creative & Ethical Leadership
Module Code	BUS115
Credit Value	20
Level and Study block	6, Study Block 1
Pre-requisites	
Named Module Leader	Dr Gilbert Zvobgo

Module Aim

To allow you to showcase your creative and ethical leadership attributes and recognise the importance of your continuing professional development.

Summary Module Description

Leadership styles are extremely varied and result from the distillation of a number of influences including personality, organisational culture, and personal and professional experience. It is also true to say that no single style or approach is appropriate to all situations, all individuals or all teams.

The importance of ethical and creative leadership is, however, increasingly being recognised as a crucial factor in contemporary sustainable practice. An ethical leader embodies responsible practices that add value to an organisation whereas leadership creativity fosters self-awareness, expression and collective innovation.

Within this module you will further develop your industry experience through the completion of a micro-placement opportunity. You will also continue to develop your understanding of creative and ethical leadership and build a portfolio to showcase the range of experiences and attributes that you have developed throughout the degree programme.

Module-Specific Employability Skills

- Social perceptiveness
- Education and training, and instructing
- Active Learning
- Learning Strategies
- Resilience

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Synthesize component concepts and characteristics of sustainable process as an area of academic and applied study, in order to generate original ideas and propose alternative solutions	None
2		Formulate appropriate decisions in complex and unpredictable contexts in which data may be limited or contradictory, applying creativity and risk management appropriately.	None
3		Evaluate the development of your creative and ethical leadership skills in a real-world environment.	INDUSTRY
4		Apply a justified systematic approach to research methodology and demonstrate advanced information skills	RESEARCH
5		Accurately deploy established techniques of analysis to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete	ANALYSIS
6		Produce persuasive communications regarding information, ideas, problems and solutions to identified specialist and/or non-specialist audiences.	None
7		Design your ongoing learning and continuing personal and professional development through self-appraisal, reflection and self-management	ORGANISATION
8		Argue individual positions to formulate safe and effective solutions within a team, whilst recognising and respecting opposing professional opinions and the values of inclusivity	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
PO	Portfolio of Professional Practice (3000 words)	60	3	Compulsory
PW	360 Degree Appraisal Presentation 10 minutes)	40	5, 7	Compulsory

The following codes for assessment methods apply

PO	Portfolio
PW	Presentation of Work

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	11
Seminar	22
Tutorial	6
Guided independent study	140
Work based learning	21

Indicative list of resources

Essential Reading

Bardy, R. (2018). *Rethinking Leadership - A Human Centred Approach to Management Ethics*. Routledge

Dobel, J.P. (2018). *Public Leadership Ethics: A Management Approach*. Routledge. Eweje, G. and Bathurst, R. (2017). *CSR, Sustainability, and Leadership*. Routledge

McAteer, P. (2019). Sustainability is the new advantage: Leadership, change and the future of business.

Recommended Reading

Conrad, C. A. (2018). *Business Ethics - A Philosophical and Behavioral Approach*, (1st ed). Springer International Publishing: Imprint: Springer.

Hamilton, L (2018). *The international business environment*, (4th ed). Oxford University Press, Oxford, Chapter 5

Heffernan, M. (2015). "News: The Future of Leadership" [radio broadcast]. BBC Radio 4, 31 December 2015.

Lenssen, G.G and Smith, N.C. (2019) *Managing Sustainable Business: An Executive Education Case and Textbook*, (1st ed). Dordrecht: Springer Netherlands: Imprint: Springer

McGehee, N.G., Knollenberg, W. and Komorowski, A. (2015). "The Central Role of Leadership in Rural Tourism Development: A Theoretical Framework and Case Studies", *Journal of Sustainable Tourism*, 23(8-9), pp. 1277-1297.

Okpara, J.O and Idowu, S.O (eds) (2013). *Corporate Social Responsibility: Challenges, Opportunities and strategies for 21st Century Leaders*, (1st ed). Springer-Verlag Berlin Heidelberg

Pernecky, T. (2015). "Sustainable Leadership in Event Management", *Event Management*, 19, pp. 109–121.

Sotarauta, M., Horlings, L. and Liddle, J. (2013). *Leadership and Change in Sustainable Regional Development*. Routledge.

Online resources:

Fast company

INC.

Wired

Entrepreneur

MIT Technology Review

Stanford Business Insights

Harvard Business Review

Adobe bite size courses via <https://store.falmouth.ac.uk/product-catalogue/software-training/courses-for-falmouth-students/adobe-courses#bc0d182ab3747c7193785ce88de3e7ac>

Academic journals:

Enterprise and Society

Journal of Product Innovation Management

Technovation

Creativity and Innovation Management

Industry and Innovation

Named Awards

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

General Module Information

Status	Approved
Module Name	Crafting Your Future: Professional Practice and Research
Module Code	BUS113
Credit Value	20
Level and Study block	6, Study Block 2
Pre-requisites	
Named Module Leader	Dr Walter Gunetilleke

Module Aim

To apply the full range of learning material and learning experiences from your degree programme to an independent portfolio, which should demonstrate professional-standard work in a coherent narrative of practice and research.

Summary Module Description

The professional portfolio, as culmination of your degree experience, is intended to showcase your best work and to produce a coherent narrative of skills and interests. This will help you to position yourself as a professional in your preferred sector, and enable you to reflect on your development in productive ways.

The portfolio has three components. One of these is a digital showcase of professional practice, which constitutes further development of coursework selected and situated around a common theme. The second component is an industry analysis, a thoroughly researched essay examining the market, industry or sector you wish to enter in terms of its direction and opportunities, your specialised skillset and its place in relation to opportunities. The final component is a personal development plan.

The module will include weekly lectures, group seminars, and one-to-one supervisions, to support you in multiple ways as you carry out this final piece of work.

Module-Specific Employability Skills

- Self-management
- Research & Analysis
- Critical Reflection
- Communication
- Project Management
- Creativity
- Sustainability and Representative Problem -solving
- Transdisciplinary Thinking and Working

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Synthesize component concepts and characteristics of sustainable process as an area of academic and applied study, in order to generate original ideas and propose alternative solutions	None
2		Formulate appropriate decisions in complex and unpredictable contexts in which data may be limited or contradictory, applying creativity and risk management appropriately.	None
3		Evaluate the development of your creative and ethical leadership skills in a real-world environment.	INDUSTRY
4		Apply a justified systematic approach to research methodology and demonstrate advanced information skills	RESEARCH
5		Accurately deploy established techniques of analysis to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete)	None
6		Produce persuasive communications regarding information, ideas, problems and solutions to identified specialist and/or non-specialist audiences.	COMMUNICATION
7		Design your ongoing learning and continuing personal and professional development through self-appraisal, reflection and self-management	None
8		Argue individual positions to formulate safe and effective solutions within a team, whilst recognising and respecting opposing professional opinions and the values of inclusivity	None

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory or Compensatable
PO	Portfolio	100	3, 4, 6	Compulsory

The following codes for assessment methods apply	
PO	Portfolio

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 200	
Activity	Hours
Lecture	12
Seminar	10
Tutorial	5
Practical classes and workshops	5
Project supervision	10
Independent Learning Hours: 158	

Indicative list of resources

Essential Reading

- Bardy, R. (2018). *Rethinking Leadership - A Human Centred Approach to Management Ethics*. Routledge
- Dobel, J.P. (2018). *Public Leadership Ethics: A Management Approach*. Routledge. Eweje, G. and Bathurst, R. (2017). *CSR, Sustainability, and Leadership*. Routledge

McAteer, P. (2019). *Sustainability is the new advantage: Leadership, change and the future of business*. Anthem Press, London

Recommended Reading

Conrad, C. A. (2018). *Business Ethics - A Philosophical and Behavioral Approach*, (1st ed). Springer International Publishing: Imprint: Springer.

Hamilton, L (2018). *The international business environment*, (4th ed). Oxford University Press, Oxford, Chapter

5 Heffernan, M. (2015). "News: The Future of Leadership" [radio broadcast]. BBC Radio 4, 31 December 2015.

Lenssen, G.G and Smith, N.C. (2019) *Managing Sustainable Business: An Executive Education Case and Textbook*, (1st ed). Dordrecht: Springer Netherlands: Imprint: Springer

McGehee, N.G., Knollenberg, W. and Komorowski, A. (2015). "The Central Role of Leadership in Rural Tourism Development: A Theoretical Framework and Case Studies", *Journal of Sustainable Tourism*, 23(8-9), pp. 1277-1297.

Okpara, J.O and Idowu, S.O (eds) (2013). *Corporate Social Responsibility: Challenges, Opportunities and strategies for 21st Century Leaders*, (1st ed). Springer-Verlag Berlin Heidelberg

Pernecky, T. (2015). "Sustainable Leadership in Event Management", *Event Management*, 19, pp. 109–121.

Sotarauta, M., Horlings, L. and Liddle, J. (2013). *Leadership and Change in Sustainable Regional Development*. Routledge.

Online resources:

Fast company INC.

Wired Entrepreneur

MIT Technology Review Stanford Business Insights Harvard Business Review

Adobe bite size courses via <https://store.falmouth.ac.uk/product-catalogue/software-training/courses-for-falmouth-students/adobe-courses#bc0d182ab3747c7193785ce88de3e7ac>

Academic Journals

Entrepreneurship, Theory and Practice

Journal of Business Venturing

Journal of International Business Studies

Academy of Management Journal Academy

of Management Review Journal of

Management

Journal of Consumer Psychology

Journal of Consumer Research Journal of Marketing

Journal of Marketing Research

Marketing Science

International Journal of Research in Marketing

Strategic Management Journal

Annals of Tourism Research Tourism Management

Business Strategy and The Environment

Organizational Behavior and Human Decision Processes
Journal of Organizational Behavior
Operations Research
Management Science
Journal of Product Innovation Management Work, Employment and Society
Human Resource Management Journal (UK) Enterprise and Society Journal of
Product Innovation Management
Technovation
Creativity and Innovation Management
Industry and Innovation

Websites

Reflective practice: what is it and how do I do it?

Named Awards

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

General Module Information

Status	Approved
Module Name	Social Action Project
Module Code	BUS117
Credit Value	40
Level and Study block	6, Study Block 2
Pre-requisites	
Named Module Leader	Dr Gilbert Zvobgo

Module Aim

To collaboratively develop a social enterprise concept, demonstrating application of entrepreneurial skillsets to social issues

Summary Module Description

This Module is Co-Lab

In this module you will be tasked with developing a social enterprise concept in response to a 'wicked problem' posed at the start of the module. You will work in groups to co-develop and validate the concept proposed. In doing so, you will consider challenges of the Fourth Industrial Revolution and a range of societal challenges (e.g. social care or automation).

Specifically, you will:

- Engage with Design Thinking as a promising theoretical framework
- Critical evaluate the claims of its proponents and consider its limitations
- Consider how practitioners apply the theory in a practical context, assessing how useful it can be in solving problems in our own contexts

Throughout, you will receive feedback on your application of social enterprise principles and theory to the problem at hand. Early lectures will cover design thinking with examples and the theory of social entrepreneurship to create a robust foundation for students to develop social entrepreneurial ideas on it. You'll be expected to produce and share research on relevant audiences and markets, toward developing feasible (as well as innovative) solutions. You'll be expected to use collaborative tools, synchronous and asynchronous, to work with your team on a regular basis.

Module-Specific Employability Skills

- Collaborative working
- Problem-Solving
- Effective Leadership
- Research & Analysis
- Project Management

- Creativity
- Sustainability and Representative Problem -solving
- Transdisciplinary Thinking and Working

Learning Outcomes

LO #	Learning Outcome Name	Learning Outcome Description	Assessment Criteria Category
1		Synthesize component concepts and characteristics of sustainable process as an area of academic and applied study, in order to generate original ideas and propose alternative solutions	None
2		Formulate appropriate decisions in complex and unpredictable contexts in which data may be limited or contradictory, applying creativity and risk management appropriately.	INNOVATION
3		Evaluate the development of your creative and ethical leadership skills in a real-world environment.	None
4		Apply a justified systematic approach to research methodology and demonstrate advanced information skills	None
5		Accurately deploy established techniques of analysis to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete	None
6		Produce persuasive communications regarding information, ideas, problems and solutions to identified specialist and/or non-specialist audiences.	None
7		Design your ongoing learning and continuing personal and professional development through self-appraisal, reflection and self-management	None
8		Argue individual positions to formulate safe and effective solutions within a team, whilst recognising and respecting opposing professional opinions and the values of inclusivity	COLLABORATION

Assessment Methods

Assessment Method	Description of Assessment Method	%	Learning Outcomes Assessed	Compulsory
JL	Critical Journal (Group of 4-5)	60	2, 8	Compulsory
PW	Pitch/presentation Group Presentation 10 minutes	40	2, 8	Compulsory

The following codes for assessment methods apply	
PO	
PW	Presentation of Work

Assessment Criteria

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Modes of delivery

Module Target Learner Hours: 400	
Activity	Hours
Lecture	10
Seminar	20
Project supervision	56
Tutorial	10
Independent Learning Hours: 304	

Indicative list of resources

Books

Boulton, J.G. (2015). *Embracing Complexity: Strategic Perspectives for an Age of Turbulence*. Oxford University Press

Chang, M.A. (2018). *Lean Impact: How to Innovate for Radically Greater Social Good*. John Wiley & Sons.

Fitzhugh, H. (2015). *Inside social enterprise: Looking to the future*. Policy Press.

Haber, J. (2016). *The Business of Good: Social Entrepreneurship and the New Business Bottom Line*. Entrepreneur Press.

Janus, K.S. (2018). *Social Startup Success: How the Best Nonprofits Launch, Scale Up, and Make a Difference*. Da Capo Lifelong Books

Kofman, F. (2014). *Conscious Business: How to Build Value Through Value*. Sounds True Inc; Reprint edition.

Raworth, K. (2017). *Doughnut Economics: Seven Ways to Think Like a 21st-Century*
Haber, J. (2016). *The Business of Good: Social Entrepreneurship and the New Business Bottom Line*. Entrepreneur Press.

Janus, K.S. (2018). *Social Startup Success: How the Best Nonprofits Launch, Scale Up, and Make a Difference*. Da Capo Lifelong Books

Kofman, F. (2014). *Conscious Business: How to Build Value Through Value*. Sounds True Inc; Reprint edition.

Raworth, K. (2017). *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*. Open Democracy.

Tourish, D. (2019). *Management Studies in Crisis: Fraud, Deception and Meaningless Research*. Cambridge University Press

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

Stroh, D.P. (2015). *Systems Thinking for Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results*. Chelsea Green Publishing Co.

Taylor, P. (2016). *The Social Project Manager: Balancing Collaboration with Centralised Control in a Project Driven World*. Routledge

Online resources:

Fast
company
INC.
Wired
Entrepreneu

r
MIT Technology Review
Stanford Business
Insights Harvard Business
Review
Lynda.com, 'Project management foundations'

Academic journals:

Entrepreneurship, Theory and Practice
Business Strategy and The

Environment Enterprise and Society
Industry and Innovation
Journal of Social
Entrepreneurship Social
Enterprise Journal

Named Awards

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