

**BSc (Hons) Business Management with  
E Commerce**

**Module Specifications**

**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> ACSK4001*	<b>MODULE TITLE:</b> Academic Skills
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:**  
 This module serves as an introduction to the core academic skills required of students embarking on undergraduate studies in a range of courses and modules. Students will embed academic literacy, alongside the development of technical and interpersonal skills, as appropriate to study in specific disciplines. It takes a task-based and reflective learning approach to develop students' existing skill sets, exploring and strengthening new skills and focusing on social and emotional skills.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**  
 The aims of this module are to develop knowledge and understanding of academic literacy/skills and to discuss and build cognitive and intellectual skills in the areas of critical thinking, problem solving, and communication skills.

**ASSESSED LEARNING OUTCOMES:**  
 At the end of this module students will be expected to be able to:

1. Show evidence of understanding core components of academic literacy/skills.
2. Apply critical thought to a range of tasks, and do so with a minimum of external guidance in particular situations.
3. To reflect, analyse and discuss strengths, weaknesses, and opportunities personally and academically.
4. Use appropriate technologies to facilitate the completion of self-analysis/reflection.

<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

This module includes a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined within the appendix in the Programme Specifications. More detailed schemes of work are available for each student within the individual module handbooks each semester.

\*For external examiner and delivery breakdown:

- A - BSc (Hons) Business Management
- A - BSc (Hons) Business Management with Creative Industries
- A - BSc (Hons) Business Management with E-commerce
- A - BSc (Hons) Business
- A - BSc (Hons) Professional Management
- B - BSc (Hons) Economics
- A - BSc (Hons) Enterprise and Small Business Development
- C - BSc (Hons) Travel and Tourism
- D - BSc (Hons) Oil and Gas Management
- E - BSc (Hons) Human Resources with Management
- F - BSc (Hons) Events and Entertainment Management
- G- BSc (Hons) Marketing
- H - LLB (Hons)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

***Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.***

<b>ACADEMIC YEAR: 2017/2018</b>	<b>NATIONAL COST CENTRE: NA</b>
<b>MODULE LEADER: See module handbook</b>	<b>OTHER MODULE STAFF: See module handbook</b>

### **Summary of Module Content**

This module is designed to provide students with the personal and practical skills needed to support their academic development at undergraduate level, with a view to building their awareness of the skills and attributes they will need in their future professional lives. The module is preparatory and developmental, but features practical tasks, with a view to building student autonomy and increasing basic academic literacy.

There is a focus of giving students an awareness of the core components of academic literacy, whilst at the same time students will be supported through academic mentoring.

Whilst this is a common skills module, seminar and workshops will support students in the application of these skills as appropriate to the degree subject areas being studied.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	20	Lectures focus on understanding and development of skills.
Tutorials	20	Provides students with the required knowledge and skills with a focus on practical work. Includes a mixture of formative assessments.
Guided Independent Study	110	Group project work for portfolio and assignment tasks. Guided independent study researching and reflecting on social, cultural, and commercial issues in the world outside of the classroom.
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C_	<b>Portfolio</b>	100%	This will entail the development of a portfolio.

<b>Updated by:</b> Grace Allen 12/07/2017	<b>Date:</b>	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> MORG4038	<b>MODULE TITLE:</b> Management and Organisations
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> N/A
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:**  
 Managers are responsible for planning, organising, leading and controlling human and other resources. This module introduces and explains the main business functions and considers the contribution made by theories to the practice of management. The module considers how management has evolved within an external environment of turbulent change. Management, leadership styles and motivational theories are considered.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> GSMEE
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<b>Professional body minimum pass mark requirement:</b> NA
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**MODULE AIMS:**  
 The aim of this module is to give an introduction to the characteristics of organisations and to provide familiarity with business aims, objectives, strategy, planning and corporate social responsibility. Whilst exploring the main functional areas of business, the principles of management, culture, leadership and motivation are areas of focus. Further, it aims to demonstrate the importance of management effectiveness on the relationship between corporate strategy and functional management. It also aims to identify the leadership and motivational styles and techniques needed to engage employees and ultimately to encourage employees to demonstrate advocacy in the organisation in which they are employed.

**ASSESSED LEARNING OUTCOMES:**  
 At the end of this module students will be expected to be able to:

1. Understand the structures and characteristics of organisations
2. Recognise the principles of modern management
3. Identify the relationship between strategic objectives, functional management and the business environment.

<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
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<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

**Summary of Module Content**  
 Organisations, management and stakeholders; the internal environment; the external environment; management and corporate responsibility; planning and change; managing people; motivational/leadership theories and techniques; employee engagement strategies; communication- process, barriers, cultures; groups and teams; change management.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars	30	This will be made up of varying activities regarding the application of relevant theory and concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework preparation.
Guided independent Study	120	directed activities/ formative assessments
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C_	<b>Written Assignment</b>	100 %	Linked to learning outcomes 1, 2, and 3. One piece of coursework focused on the organisation and management approaches (suggested word count of 2000 words)

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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> MCOM4040	<b>MODULE TITLE:</b> Marketing and Communications
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<b>CREDITS:</b> 30	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> N
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**SHORT MODULE DESCRIPTOR:**

This module focuses on the importance of marketing in its role in driving success and delivering results. It provides an introduction to the functions of marketing within the organisation, examines key marketing concepts and explores their application in the context of organisations. Students will examine the theories, processes and practices of good business communications to facilitate an understanding of the importance of effective internal and external communications in a business context.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSME

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

**PART I: Marketing**  
 To develop an understanding of the role and function of marketing in an organisation; to identify factors and trends in the marketing environment and how they affect marketing planning (principles of market planning including segmentation, targeting and positioning); to enable students to identify the key elements of the marketing mix 7Ps (product, price, place, promotion, people, process and physical evidence) and its application in meeting customer needs; to understand factors that influence the customers and how customer relationships can be managed; to be able to communicate to both internal and external customers using a variety of different means.

**PART II: Communication**  
 To introduce key terms, definitions, concepts, current theories and practices used in communications; to enable the successful identification of solutions to resolve issues and challenges in business communications to improve impact and outcomes; to enable students to develop and implement communications activity both internally and externally, to equip students with frameworks to critically assess communications activity; to develop skills to communicate effectively across a range of audiences and contexts.

**ASSESSED LEARNING OUTCOMES:**

At the end of this module students will be expected to be able to:

1. Identify and explain the marketing concept, the marketing mix and the components of the marketing communications mix.
2. Explain the relationship between the marketing environment, its impact upon organisational decision making and consumer behaviour.
3. Discuss the factors that determine competitive advantage within organisations
4. Explain key theories, concepts and models underpinning business communication to create effective communications.
5. Examine and discuss organisational issues and challenges that impact on the effectiveness of business communication through the use of pre-defined criteria to assist in improving communication within the organisation.
6. Demonstrate an application of concepts and techniques related to business communication processes used within the workplace.

<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

### **Summary of Module Content**

Modules split in two parts (Part I: Marketing and Part II – Communication)

#### **PART I: Marketing**

Understand the role and function of marketing – what do marketers do? ; the evolution of marketing orientation; customer orientation – Influence of customer behaviour; the marketing environment and impact on marketing planning - internal and external; customer relationship management.

Marketing in different sectors B2B (business to business), B2C (business to consumer), the service sector, profit and not for profit; understanding buyers and marketing - consumer behaviour; segmentation, targeting and positioning; global marketing and e-business; the marketing mix – applying the 7P's.

#### **PART II: Communication**

Introduction to communication and its role within business; the communication process and integrated marketing communications; communication tools– written, verbal and other mediums of



communication;  
the marketing communications mix; communicating online; corporate communication;  
transnational communication; issues in communication and regulation and ethics.

This module will include Formative assessment based on group work

Links to learning outcome 1,2,3,and 4

This module maps to CIM Level 4 core modules

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

Scheduled Activities	Hours	Comments/Additional Information
Lectures	10	Lectures focus on understanding and development of knowledge and skills.
Tutorials	40	2 x 2-hour tutorials each week. These will be made up of varying activities regarding the application of relevant theory and concepts. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework preparation.
Guided Independent study	250	Self - directed and guided reading, activity
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C_	Report	50%	Part I – Marketing Report Part I 50% – assessed through written report /produce a ‘Marketing Report’ based on a given scenario. Indicative word count 2,000
		Written assignment	50%	Part II 50% - assessed through Communications Campaign creation / analysis - based on a given scenario and an organisation of choice. Indicative word count 2,000 All learning outcomes assessed
			100%	

<b>Updated by:</b> Grace Allen 12/07/2017	<b>Date:</b>	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> PRSK4048*	<b>MODULE TITLE:</b> Professional Skills
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:**  
 This module serves as an introduction to the professional skills required of students embarking on undergraduate studies across all programmes. The module focuses on embedding professional skills needed to relate to specific disciplines. It takes a task-based and reflective learning approach to develop students' existing skill sets, in both practical and theoretical terms, as well as exploring and strengthening new skills.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> GSMEE
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<b>Professional body minimum pass mark requirement:</b> NA
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**MODULE AIMS:**  
 The aims of the module are to provide and develop the knowledge and understanding of professional skills within specific disciplines, while developing and understanding personal strengths. The module provides a platform for self-reflection with an emphasis on continual improvement and personal development planning.

**ASSESSED LEARNING OUTCOMES:**  
 At the end of this module students will be expected to be able to:

1. Understand and have knowledge of professional skills and continual awareness in a business environment.
2. Use appropriate technologies to facilitate the completion of self-analysis/reflection.
3. To reflect, analyse and discuss strengths, weaknesses, and opportunities personally and academically.
4. Understand, improve and reflect upon their own personal strengths in relation to the professional environment.

<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

This module includes a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined within the appendix in the Programme Specifications. More detailed schemes of work are available for each student within the individual module handbooks each semester.

\*For external examiner and delivery breakdown:

- A - BSc (Hons) Business Management
- A - BSc (Hons) Business Management with Creative Industries
- A - BSc (Hons) Business Management with E-commerce
- A - BSc (Hons) Business
- A - BSc (Hons) Professional Management
- B - BSc (Hons) Economics
- A - BSc (Hons) Enterprise and Small Business Development
- C - BSc (Hons) Travel and Tourism
- D - BSc (Hons) Oil and Gas Management
- E - BSc (Hons) Human Resources with Management
- F - BSc (Hons) Events and Entertainment Management
- G - BSc (Hons) Marketing
- H - LLB (Hons)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

### **Summary of Module Content**

This module is designed to give students the skills needed to support their professional development at undergraduate level, with a view to building their awareness of the skills in the business world. The module builds on students' academic skills, and scaffolds the students towards the completion of specific tasks and assignments on which they will be assessed.

There is a focus on giving students an awareness of the core generic skills needed in the professional world. In addition, with input from discipline specialists, specific vocational skills are developed. For example, students on the LLB programme are taught by a law specialist in conjunction with the Learning and Skills department, and the content includes practical debating, mooting and other law related skills.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	20	Lectures focus on understanding and development of skills.
Tutorials	20	Mixed method approach including use of VLE.
Guided independent study	110	Group project work for portfolio and assignment tasks Guided independent study researching and reflecting on social, cultural, and commercial issues in the world outside of the classroom. This will include use of the VLE.
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C_	<b>Portfolio</b>	100%	This will entail the development of a portfolio that demonstrates the development and reflection of professional skills using indicative examples.

<b>Updated by:</b> Date: Grace Allen 12/07/2017	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> ECCO4018	<b>MODULE TITLE:</b> E-commerce in Context
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:**

This module provides an understanding of e-commerce and examines how it impacts modern businesses. It examines the theories and practice of e-commerce management, the issues involved in conducting business online and the implications of the internet in both the B2B (business to business) and the B2C (business to consumer) environments. The module introduces students to the practical, technical, commercial and regulatory issues involved in e-commerce.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b> Report	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

This module aims to demonstrate the magnitude and scope of e-commerce and the technology involved in its adaptation. It also aims to provide students with an understanding of e-business and its practical application in a range of different contexts. Students gain an in-depth knowledge of e-commerce and understand its implications. It also aims to identify the commercial and legal constraints to its development and its potential benefits and profitability.

**ASSESSED LEARNING OUTCOMES:**

At the end of this module students will be expected to be able to:

1. Review the importance of e-commerce and the changes to society and business arising out of e-commerce.
2. Identify the technology involved in the successful adoption of e-commerce and demonstrate how organisations can apply e-business technologies to create competitive advantage.
3. Identify and analyse the relative significance of issues in the external and internal business environment when developing e-commerce.
4. Explore the nature of the legal and ethical frameworks for e-commerce, and why they are considered necessary.

<b>DATE OF APPROVAL:</b> 14-15/01/15	<b>FACULTY/OFFICE:</b> Academic
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	Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

#### **Summary of Module Content**

Evolution of and Introduction to e-commerce; the fundamentals of e-commerce (nature and scope); the economic importance of e-commerce; technological issues and requirements for e-commerce (e-commerce infrastructure); social and environmental factors involved in e-commerce; ethical, legal, regulatory and political issues impacting on e-commerce; E-commerce strategies - Implementation and maintenance; E-commerce and marketing; the future of e-commerce.

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars	30	Provides students with the required knowledge and skills with a focus on practical work. Includes a mixture of formative assessments.
Guided independent study	120	Directed activities/ formative assessments
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C_	Report	100%	Written Report Linked to learning outcome 1, 2, 3 and 4. This will likely include group work and the development of an e-commerce business plan (suggested word count of 3,000 words)

<b>Updated by:</b> Grace Allen 12/07/2017	<b>Date:</b>	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> FELM4026	<b>MODULE TITLE:</b> Financial and Economic Literacy for Managers
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<b>CREDITS:</b> 30	<b>FHEQ LEVEL:</b> 4	<b>JACS CODE:</b> N/A
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> N
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<p><b>SHORT MODULE DESCRIPTOR:</b>          This module introduces students to governmental and economic policies, as well as financial information that impacts on business decision making. It enables students to apply concepts, models, and financial information to decision making. The module develops students' ability to present information that supports decision making to relevant users and stakeholders.</p>
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> GSMEE
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<b>Professional body minimum pass mark requirement:</b> NA
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<p><b>MODULE AIMS:</b>          The aim of this module is to introduce and equip students with an understanding of how government policies, monetary policy, financial markets and financial information impact on the management of business and decision making; to allow students to be able to interpret and use financial information (external and internal) for effective decision making and for decision making to be informed by the governmental and economic environment.</p>
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<p><b>ASSESSED LEARNING OUTCOMES:</b>          At the end of this module students will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the principles of business and financial economics in an international context.</li> <li>2. Identify and explain the impact of governmental, monetary and economic policy on decision making in a business context.</li> <li>3. Describe and apply macro and micro concepts and models to business decision making.</li> <li>4. Interpret financial information (external and internal) and apply to decision making within a business context.</li> <li>5. Discuss the rationale and impact of decisions for business strategies to users and stakeholders.</li> <li>6. Examine and discuss the relationship between theory, application in business and financial economics in an international context.</li> </ol>
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<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic
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	Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

### **Summary of Module Content**

The business environment – Macroeconomic factors, governmental policy, financial markets and institutions; impact of the business environment on business strategy and decision making; users and stakeholders; economic factors and models – Microeconomics; role, purpose and nature of financial information – external and internal; impact of the use of financial information on business decision making; impact of the use of financial information on users and stakeholders.

### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	20	Each 2-hour lecture focuses on the theoretical part of the syllabus.
Tutorials	30	This will be made up of varying activities regarding the application of relevant theory. This will likely include tasks of: discussing and applying appropriate models, case study exercises, group work and coursework preparation.
Guided independent study	250	Materials, such as supplementary reading, exercises and tests are provided for students on GSM Learn.
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	<b>Written Assignment</b>	100%	L1, L2, L3, L4 One piece of coursework equivalent to 2,500 words, focused on the impact of macro and micro economic factors as well as financial information on decision making

<b>Updated by:</b> Grace Allen 12/07/2017	<b>Date:</b>	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

**MODULE CODE:** EMSK5012    **MODULE TITLE:** Employability Skills

**CREDITS:** 15

**FHEQ LEVEL:** 5

**JACS CODE:** N/A

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

A compulsory module in which students develop the knowledge and apply professional skills to achieve employability outcomes within the context of the local, regional and global marketplace. The content allows students to critically reflect upon their career journey, share and explore ideas and interests, analyse graduate stories, develop an action plan and build self-confidence when making successful career transitions through and beyond completion of their programmes.

**ELEMENTS OF ASSESSMENT** [*Use HESA KIS definitions*] – see *Definitions of Elements and Components of Assessment*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:**

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to provide students with highly practical, relevant and meaningful opportunities to reflect upon their career journey, allow them to understand the concept of employability, increase self-awareness and develop the confidence and skills to effectively navigate within, across and beyond their degree discipline when making effective career decisions.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Develop employability skills and increase self-awareness within a range of contexts to demonstrate a commitment to lifelong career development learning</li> <li>2. Apply and critically appraise a range of theories of career development</li> </ol>	<u>Knowledge and understanding:</u> K1.0 Knowledge and understanding of the key aspects of business management and in their chosen field of study. K1.2 Critical understanding of the need to

<p>3. Analyse and evaluate sources of local, regional and global opportunities relevant to career ideas, interests and ambitions</p> <p>4. Produce a professional CV, online profile, action plan and develop digital literacy skills for work</p>	<p>collect, manipulate and interpret relevant quantitative and qualitative data in relation to basic business issues.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engagement in meaningful debate and analysis of topics related to the subject of business, management and in their chosen field of study.</p> <p>C2.2 Application of the correct concepts and frameworks to clearly defined problems while beginning to appreciate the complexity of the decision-making involved in business activity.</p> <p>C2.4 Collection and synthesis of business ideas and information in a formal manner.</p> <p><u>Transferable Skills:</u></p> <p>T3.0 Utilise the transferable skills necessary to work in a range of sectors and industries</p> <p>T3.1 The ability to operate in predictable defined contexts using standard, recognised techniques.</p> <p>T3.2 Working with limited autonomy within agreed and defined parameters.</p> <p>T3.3 The development of responsibility for their own learning.</p> <p>T3.4 Effectiveness with others while meeting the required obligations involved.</p> <p><u>Employment:</u></p> <p>E4.0 Skills required for graduate employment in the areas of business management and chosen field of study including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.</p> <p>E4.1 Identification of the career specialism that reflects their interests and abilities.</p> <p>E4.2 Understanding of careers' pathways and the professional expectations of the</p>
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	behaviour required to achieve these.
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<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM London
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn/Spring/Summer

Additional notes (for office use only):

This module includes a combination of skills based elements and subject based elements. The Learning and Skills Department are working alongside subject specialists to ensure students receive a balance of generic skills with skills relevant to their chosen discipline. Indicative examples of skills are outlined within the appendix in the Programme Specifications. More detailed schemes of work are available for each student within the individual module handbooks each semester.

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR: 2017-2018**

**NATIONAL COST CENTRE: N/A**

**MODULE LEADER:** See Module Handbook

**OTHER MODULE STAFF:** see Module Handbook

### **Summary of Module Content**

This module allows students to develop their professional skills and employability to help them make effective and informed career transitions during and after their programme. They reflect upon their career journey to date, use a range of self-assessment and employability tools, explore career options and analyse the career paths of alumni. They are given opportunity to network with industry professionals, create a professional CV and develop digital skills for work in the context of the local, regional and global marketplace.

Whilst this is a common skills module, seminar and workshops will support students in the application of these skills as appropriate to the degree subject areas being studied.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lecture	20	Induction, introduce employability model, theoretical frameworks for career development

Tutorials	20	Apply theory to case studies and employability portfolio production. Employability assets will be expected to be produced by students to build the components of the employability portfolio.
Guided independent study	110	Wider reading, preparation for sessions, e-learning, webinars and attending GSM London careers' seminars.
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Journal entries on employability experiences within and alongside this module. (900 words).	30%
LO1, LO2, LO3, LO4		Critical reflection on components of employability portfolio and what this says about the student to a potential recruiter. Word count: 1,600 words	70%
			100%

### REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting

LO1, LO2, LO3, LO4		Journal entries on employability experiences within and alongside this module. (900 words).	30%
LO1, LO2, LO3, LO4	Coursework	Critical reflection on components of employability portfolio and what this says about the student to a potential recruiter. Word count: 1,600 words.	70%
			100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Grace Allen  
**Date:** 12/07/2017

**Approved by:** Liz Lerner  
**Date:** 13/07/2017

**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> CBCI5002	<b>MODULE TITLE:</b> Consumer Behaviour and Customer Insights
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:**

Consumer insight and understanding of buyer behaviour has become a key source of competitive advantage for businesses, enabling them to differentiate products and services through more precise targeting of specific consumer segments. This module explores traditional and current approaches to consumer research to generate unique behavioural insights that facilitate more effective marketing decision-making.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b> Report	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

The module aims to allow students to be able to review, compare and contrast relevant theories and frameworks of consumer behaviour; to describe the psychological concepts that underpin consumer behaviour; to understand the role that consumer insight plays in marketing decision-making; to demonstrate critical awareness of different tools and techniques for generating consumer insight; to demonstrate an awareness to manage the impact of corporate social responsibility and ethics on consumer behaviour in the domestic and international marketing environment in order to understand the consumer decision-making process; to be able to conduct a search of the available academic literature for contemporary issues in consumer behaviour, to develop analytical capabilities evidenced by application of key theories, concepts, tools and frameworks relevant to consumer behaviour of own learning using a range of resources, information management and effective communication.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
At the end of this module students will be expected to be able to:

1. Explain how consumers make buying decisions and the influences of the various concepts from economics, psychology and sociology impacts on consumer behaviour.
2. Discuss theories, concepts and analytical frameworks that inform decisions underpinning consumer behaviour.
3. Identify and explore major decision-making areas faced by marketing managers in practice

- and examine some of the tools and techniques available to meet the challenges.
4. Analyse concepts relating to consumer behaviour ethics and corporate social responsibility.

<b>DATE OF APPROVAL:</b> 14-15/01/15	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

#### **Summary of Module Content**

An introduction to Consumer Behaviour; internal and external influences on consumer behaviour – Perception, attitude, promotions, advertising and the retail environment; psychological concepts in relation to Consumer Behaviour; motivation, values, involvement and loyalty; individual and organisational decision-making process; influences: Income and social class; cultural and group international consumer culture; the use of analytical tools in gaining customer insight; generating and interpreting consumer insight – Data collection and analysis; customer relationship management - ethics, relationship management.

#### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars	30	These will incorporate a range of activities including workshops, visits, guest speakers and tutorials.
Independent study	120	Guided independent study
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C_	Report	100%	Link to learning outcome 1, 2, 3 and 4 Analytical report on analysis and implementation Word count: 3,000

<b>Updated by:</b> Grace Allen 12/07/2017	<b>Date:</b>	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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**SECTION A: DEFINITIVE MODULE RECORD. Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.**

<b>MODULE CODE:</b> DMKT5008	<b>MODULE TITLE:</b> Digital Marketing
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<b>CREDITS:</b> 30	<b>FHEQ LEVEL:</b> 5	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> N
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**SHORT MODULE DESCRIPTOR:**

This module recognises how digitality enables organisations to be agile and how digital channels and digital communications' tools can help to achieve business objectives. It recognises that digitality is now one of the most important sales and marketing tools available to businesses. This is a practical digital marketing module which enables students to effectively use digital skills in a business context.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> GSME
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<b>Professional body minimum pass mark requirement:</b> NA
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**MODULE AIMS:**

This module aims to give students a clear understanding of the role and value of digital marketing across organisations. Students assess the role that various channels and activities play in the planning, implementation and management of digital business models, and channels of communication. Practical digital marketing skills are gained to be applied in all working environments.

**ASSESSED LEARNING OUTCOMES:**

At the end of this module students will be expected to be able to:

1. Explain the foundation principles of digital marketing, and be able to distinguish between traditional and digital marketing.
2. Identify the relevant laws and guidelines that pertain to the different aspects of digital marketing.
3. Apply digital marketing tactics to develop integrated and effective digital marketing approach across different digital domains.
4. Analyse the role of content within digital channels.
5. Examine the value of ongoing analysis and measurement as a way of managing and evaluating their digital marketing efforts and budgetary spend.

<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic
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	Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

Students may also opt to sit an additional professional exam with the Digital Marketing Institute for their Professional Diploma in Digital Marketing. An additional cost will be incurred to sit this online exam.

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

### **Summary of Module Content**

This module will introduce students to a framework that outlines the foundation tenets of Digital Marketing and an approach that provides the basis for implementation of the different channels. Digital Marketing channels covered include, but are not limited to: Search Engine Optimisation; Web Analytics; Pay Per Click Marketing; Email Marketing; Social Media Marketing; Affiliate Marketing; Digital Display Advertising; Mobile Marketing; Online Video Marketing; Online PR.

This module maps the Digital Marketing Institute (DMI) Professional Diploma in Digital Marketing, which focuses on a principles-based iterative framework for the application of digital marketing to achieve business goals.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	20	Tutor led lectures on key subject areas as indicated in scheme of work
Practical classes and workshops	30	Workshops to reinforce practical skills aspect of the module, largely conducted in computer lab
Guided independent study	250	This will include guided reading, preparation for lecture sessions and workshops, access to a range of online learning materials and group work
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
or Coursework	C_	<b>Report</b>	100%	4,000 word brief and report responding to a digital marketing scenario.

<b>Updated by:</b> Grace Allen 12/07/2017	<b>Date:</b>	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

**MODULE CODE:** PPD15039      **MODULE TITLE:** Project/Placement Design and Implementation

**CREDITS:** 30                      **FHEQ LEVEL:** 5                      **JACS CODE:** N/A

**PRE-REQUISITES:**      **CO-REQUISITES:**      **COMPENSATABLE:** N (*if No identify programmes in notes box below*)  
None                      None

**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

Whilst many higher education studies have focused on the importance of developing subject knowledge and the critical and analytical skills relevant to the study, it has become increasingly important for students to be able to apply this knowledge and these skills within a work context. Thus, this module provides students with the opportunity to either undertake a work placement or engage in a work-related learning project implemented within a specified timescale.

**ELEMENTS OF ASSESSMENT** [*Use HESA KIS definitions*] – see *Definitions of Elements and Components of Assessment*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:**

GSMEE

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

The aim of this module is to provide students with the knowledge, skills, and resources required to develop and implement a work related project or undertake a work-based learning placement. Both will have a clearly defined purpose, measurable objectives, and an achievable timescale.

This module also aims to provide students with the appropriate foundation for work based/related learning to support their development as independent life-long learners. It will provide students with training workshops and master classes to support the skills and knowledge required for the project or placement.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> <li>1. Build a portfolio of evidence using a range of methodologies and activities (log books; critical incident diaries; employer or supervisor feedback)</li> <li>2. Identify and articulate the development of work related skills mapped to evidence drawn from either the project or placement.</li> <li>3. Demonstrate knowledge and understanding of the background and context relative to the chosen project or placement opportunity.</li> <li>4. Evaluate the effectiveness of preparation and planning undertaken prior to the placement or project implementation.</li> </ol>	<p><u>Knowledge and understanding:</u></p> <p>K1.0 Demonstrate knowledge and understanding of the key aspects of business management.</p> <p>K1.1 Apply a factual and conceptual knowledge-base to such creative business areas as finance, people, their behaviour and communications.</p> <p>K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions.</p> <p>K1.3 Identify how different cultural and business contexts affect the field of study.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engage in meaningful debate and analysis of topics related to business management within field of study</p> <p>C2.1 Carry out an analysis of the business environment with guidance to provide satisfactory responses to issues.</p> <p>C2.2 Apply the correct concepts and frameworks to clearly defined problems, while beginning to appreciate the complexity of the decision-making involved in the field of study.</p> <p>C2.4 Collect and synthesise business ideas and information to support strategic decision making.</p> <p><u>Transferrable Skills:</u></p> <p>T3.0 Utilise the transferable skills necessary to work within areas of management in field of study.</p> <p>T3.1 Operate and adapt management practices using standard, recognised techniques.</p>

- T3.2 Work with limited autonomy within agreed and defined parameters.
- T3.3 Develop responsibility for their own learning and reflect on their professional practice.
- T3.4 Work effectively with others while meeting the required obligations involved.
- Employment:
- E4.0 Demonstrate possession of the skills required for graduate employment including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.
- E4.1 Identify the career specialisms available and progression routes that reflect their interests and abilities.
- E4.2 Understand careers pathways and the professional expectations, behaviours and values required to achieve these.
- Practical:
- P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.
- P5.1 Demonstrate an understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes.
- P5.2 Apply relevant methods and frameworks to clearly-defined business problems.
- P5.3 Undertake research tasks with minimum guidance to investigate and identify solutions to business problems within the field of study.
- P5.4 Communicate effectively to explain business issues in a clear and concise manner.

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<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM London
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn, Spring, Summer

Additional notes (for office use only):

The delivery of this module is provided through each programme's specific teaching team and subject specialists. Students will be required to undertake a project within their subject area. Students will receive guidance from their programme team and should review the module handbook and scheme of work as relevant to their programme for more information.

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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**ACADEMIC YEAR: 2017-2018**  
**MODULE LEADER:** See Module Handbook

**NATIONAL COST CENTRE: N/A**  
**OTHER MODULE STAFF:** See Module Handbook

**Summary of Module Content**

The projects are defined by the programme team to ensure that they are related to the students' programmes of study. Projects will be undertaken within a group setting to create opportunities for collaborative working, however, each student has a clearly defined role and responsibilities. The project could take a range of formats such as a simulation activity, extended case study, and consultancy project briefed by an SME or social enterprise. Students opting for work-based learning will have attended workshops in the previous semester designed to guide and support them in securing a placement opportunity.

The overall theme of this module is independent work based/related learning. Therefore, students will be assigned project supervisors who will act as critical friends and guardians to the work being undertaken. As part of this process, students are required to produce a satisfactory learning agreement, reflecting work undertaken during the project/placement preparation stage. To support these, workshops are delivered to assist students with their preparation for either the project or the placement.

Indicative content of sessions may include:

Preparation for work-based/related learning; developing the learning contract; tool kits: securing a placement; managing personal development; managing teams; project and consultancy skill sets; action learning methods; portfolio methodologies; reflective practice models and approaches; establishing key performance indicators for independent learning.

In order to scaffold students' learning for the implementation of the projects or placements, master-classes will be delivered via webinar. These could include the following:

Market research methods to support the projects; starting a business; business plan development; project management; academic/professional writing; customer relationship management; client and consultation (client interviewing); people development (performance development review).

In addition to the specialist master-classes above, students are expected to develop their business skills using courses available on Lynda.com. Each student selects and completes a course in consultation with their supervisor or host employer. Examples include:

Microsoft Project or Excel for producing a project plan; risk assessment; budgeting; social media for communication; digital content creation; SAP training.

The module also further develops key transferable skills, such as oral communication, and personal development planning, including career planning.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Scheduled: Formal classroom sessions.
Practical classes and workshops/Supervision	30	Scheduled: This involves attendance of relevant skills-acquisition workshop, and group meetings with other project participants. Meetings arranged with assigned project supervisor.
Guided independent study	250	Independent: Guided independent study relevant to the student's project – this will also include the time required to develop / produce the project proposal.
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Assessed Module Learning Outcomes</b>	<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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LO1, LO2, LO3, LO4	Coursework	<p>This will include a range of evidence including:</p> <ul style="list-style-type: none"> <li>Review of project/placement context</li> <li>Description of preparatory activities</li> <li>Learning contract</li> <li>Project plan or job description</li> <li>Evidence of activity e.g. Log book; critical incidents, minutes of meetings, outputs</li> <li>Development of work related skills mapped to activities</li> <li>Critical review (master classes; workshops or on-line courses) and assess impact on practice</li> </ul> <p>This could be presented in a variety of ways, such as presentations, artefacts videos, reports, or formal proposal documents.</p>	100%
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#### REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
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<p>LO1, LO2, LO3, LO4</p>	<p>Coursework</p>	<p>This will include a range of evidence including:</p> <p>Review of project/placement context</p> <p>Description of preparatory activities</p> <p>Learning contract</p> <p>Project plan or job description</p> <p>Evidence of activity e.g. Log book; critical incidents, minutes of meetings, outputs</p> <p>Development of work related skills mapped to activities</p> <p>Critical review (master classes; workshops or on-line courses) and assess impact on practice</p> <p>This could be presented in a variety of ways, such as presentations, artefacts videos, reports, or formal proposal documents.</p>	<p>100%</p>
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<p><b>To be completed when presented for Minor Change approval and/or annually updated</b></p>	
<p><b>Updated by:</b> Grace Allen Date: 12/07/2017</p>	<p><b>Approved by:</b> Liz Lerner Date: 13/07/2017</p>

**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

**MODULE CODE:** EVRE5017    **MODULE TITLE:** Evaluation and Reflection –  
Work Based /Related Learning

**CREDITS:** 30                      **FHEQ LEVEL:** 5                      **JACS CODE:** N/A

**PRE-REQUISITES:** None                      **CO-REQUISITES:** None                      **COMPENSATABLE:** N (*if No identify programmes in notes box below*)

**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

Students undertaking this module are expected to be engaged (or have recently engaged) in a project or work placement, and thus should evaluate their work and reflect critically.

Reflection is a key aspect of the learning process as it involves examining experiences, actions, feelings, and responses in order to interpret and analyse them so as to learn from them.

**ELEMENTS OF ASSESSMENT** [*Use HESA KIS definitions*] – see *Definitions of Elements and Components of Assessment*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:**

GSMEE

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

The overall aim of this module is to enable students to evaluate the significance of their learning derived from the project or placement. It should enhance their commitment to life-long learning and reflective practice. The module also aims to support the production of reflective writing and career development planning.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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<ol style="list-style-type: none"> <li>1. Demonstrate the ability to relate academic theory to the work environment and recognise the contribution of practice to the development of theory.</li> <li>2. Confidently apply work related skills in a professional context.</li> <li>3. Demonstrate a critical approach to evaluation techniques and reflective practice.</li> <li>4. Produce a career and personal development plan to support their level 6 studies and entry to graduate employment.</li> </ol>	<p><u>Knowledge and understanding:</u></p> <p>K1.0 Demonstrate knowledge and understanding of the key aspects of business and in their chosen field of study.</p> <p>K1.1 Apply a factual and conceptual knowledge-base to such creative business areas as finance, people, their behaviour and communications.</p> <p>K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions.</p> <p>K1.3 Identify how different cultural and business contexts affect the creative industries.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engage in meaningful debate and analysis of topics related to business management and in their chosen field of study.</p> <p>C2.1 Carry out an analysis of the business environment with guidance to provide satisfactory responses to issues.</p> <p>C2.2 Apply the correct concepts and frameworks to clearly defined problems, while beginning to appreciate the complexity of the decision-making involved in field of study.</p> <p>C2.4 Collect and synthesise business ideas and information to support strategic decision making.</p> <p><u>Transferrable Skills:</u></p> <p>T3.0 Utilise the transferable skills necessary to work within areas of management and in their chosen field of study.</p> <p>T3.1 Operate and adapt practices to the field of study using standard, recognised techniques.</p>
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T3.2 Work with limited autonomy within agreed and defined parameters.

T3.3 Develop responsibility for their own learning and reflect on their professional practice.

T3.4 Work effectively with others while meeting the required obligations involved.

Employment:

E4.0 Demonstrate possession of the skills required for graduate employment including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.

E4.1 Identify the career specialism and progression routes that reflect their interests and abilities.

E4.2 Understand careers pathways and the professional expectations, behaviours and values required to achieve these.

Practical:

P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.

P5.1 Demonstrate an understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes.

P5.2 Apply relevant methods and frameworks to clearly-defined business problems.

P5.3 Undertake research tasks with minimum guidance to investigate and identify solutions to business problems within the field of study.

P5.4 Communicate effectively to explain business issues in a clear and concise

	manner.
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<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM London
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn, Spring, Summer

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students are required to undertake a project within their subject area. Students receive guidance from their programme team and should review the module handbook and scheme of work as relevant to their programme for more information.

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR: 2017-2018**  
**MODULE LEADER:** See Module Handbook

**NATIONAL COST CENTRE: N/A**  
**OTHER MODULE STAFF:** See Module Handbook

**Summary of Module Content**

The overall theme of this module is independent learning and students are expected to carry out the evaluation and reflection of their project or placement activity. Classroom sessions focus on supporting students to complete the evaluation and become a reflective practitioner.

The indicative content is expected to include the following:

The virtuous circle that is work based/related learning, evaluation methodologies, building a reflective mind-set; evaluative and reflective writing; theoretical perspectives and models of reflection; sources of evidence for evaluation and reflection; writing a critical evaluation and reflection; developing professional values; developing a career and personal development plan.

Project groups and placement students are given the opportunity to present their experiences to tutors and peers. This is a formative activity to encourage critical reflective practice

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>

Seminars	20	Scheduled: sessions designed to support students in evaluating and reflecting on the project or work-based learning.  Learning from work, Learning from each other.
Practical Classes and Workshops/ Project Supervision	30	A series of workshops and activities to encourage a sophisticated approach to reflective practice and career development planning.
Guided independent study	250	Independent: guided independent study relevant to the student's project – this essentially involve the time required to deeply evaluate and reflect on the project undertaken.
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Portfolio –  Evaluation, reflective report and career planning including a professional values statement  This utilises the portfolio produced for the module Project / Placement Design and Implementation. It uses this as the evidence base for reflection and also draw on 'Learning from work - Learning from each other' workshops. The mentoring sessions with the supervisor and host employer could also be used. 4000 words	100%

**REFERRAL ASSESSMENT**

<b>Assessed Module Learning Outcomes</b>	<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
LO1, LO2, LO3, LO4	Coursework	Portfolio	100%

**To be completed when presented for Minor Change approval and/or annually updated****Updated by:** Grace Allen  
Date: 12/07/2017**Approved by:** Liz Larner  
Date: 13/07/2017

**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

**MODULE CODE:** EMTH6013                      **MODULE TITLE:** Emerging Themes

**CREDITS:** 15                              **FHEQ LEVEL:** 6                              **JACS CODE:** N/A

**PRE-REQUISITES:** None              **CO-REQUISITES:** None              **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Change is not only likely, it's inevitable. This module critically reviews theories, concepts and practices applicable to emerging issues that exemplify the dynamic working environment confronting organisations and workers today. The identification and analysis of these emergent issues provides students with a functional knowledge of current issues and a critical understanding of how these affect the shaping the overall organisational strategy and decision-making. This will focus on the specific emerging themes relating to students' disciplines of study and will change to reflect the contemporary debates of the day.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:**

GSME

**Professional body minimum pass mark requirement:**

**MODULE AIMS:**

This module aims to:

develop a deep understanding of the emerging themes within business and organisations;  
critically evaluate themes and assess their impact on business strategy and decision-making;  
apply a range of techniques to critically evaluate the appropriateness of existing organisational policies and practices;

provide practice in application through assessment of organisational impact of emergent themes and the development of strategies and policies to manage change.



**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> <li>1. Demonstrate a critical understanding of emerging themes as informed by research and the marketplace.</li> <li>2. Critically analyse evolving trends in business management in order to provide robust strategic solutions to organisations.</li> <li>3. Proactively source and apply research to inform operational and strategic decisions in different organisational contexts.</li> <li>4. Critically evaluate a range of alternative courses of action in order to solve problems and implement decisions which result in achievable and appropriately viable outcomes for specific organisations.</li> </ol>	<p><u>Knowledge and understanding:</u></p> <p>K1.0 Knowledge and understanding of the key aspects of business management.</p> <p>K1.2 Critical understanding of the need to collect, manipulate and interpret relevant quantitative and qualitative data in relation to basic business issues.</p> <p>K1.4 Critical awareness of ethical issues in core business activities and the ability to discuss these in relation to personal beliefs and values.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engagement in meaningful debate and analysis of topics related to the subject of business, management, and field of study.</p> <p>C2.1 Competence in carrying out an analysis of the business environment with guidance to provide satisfactory responses to issues.</p> <p>C2.2 Application of the correct concepts and frameworks to clearly defined problems while beginning to appreciate the complexity of the decision-making involved in business activity.</p> <p>C2.3 Evaluation of the reliability of data using recognised and appropriate techniques.</p> <p>C2.4 Collection and synthesis of business ideas and information in a formal manner.</p>

Transferable Skills:

- T3.0 Utilisation of the transferable skills necessary to work within areas of management across sectors and industries.
- T3.1 The ability to operate in predictable defined contexts using standard, recognised techniques.
- T3.2 Working with limited autonomy within agreed and defined parameters.
- T3.3 The development of responsibility for their own learning.
- T3.4 Effectiveness with others while meeting the required obligations involved.

Employment:

- E4.0 Skills required for graduate employment in the areas of business management including the use of initiative, complex decision making, and the ability to recognise the need for further professional development.
- E4.1 Identification of the career specialism that reflects their interests and abilities.
- E4.2 Understanding of careers' pathways and the professional expectations of the behaviour required to achieve these.

Practical:

- P5.0 The acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.
- P5.1 An understanding of the issues involved when working with others and to be able to act appropriately to achieve successful outcomes.
- P5.2 Application of the relevant methods and

	frameworks to clearly defined business problems.  P5.3 Undertaking of research tasks with minimum guidance to investigate and develop people performance issues.
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<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM London
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn/Spring/Sumer

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students are required to undertake a project within their subject area. Students receive guidance from their programme teams and should review the module handbook and scheme of work as relevant to their programme for more information.

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2017-2018

**MODULE LEADER:** See Module Handbook

**NATIONAL COST CENTRE:** N/A

**OTHER MODULE STAFF:** See Module Handbook

### **Summary of Module Content**

This module will be developed around key themes in current environment as relevant to the degree subject across the various disciplines. Students will look at underpinning methods and techniques such as horizon-scanning, scenario-planning and sea-change planning. Indicative content may include current impact of technology or integrated-post-technology, demographic shifts, political environments, and global power redistribution.

Whilst this one module sits across a range of programmes, the content will be tailored as suitable to the degree subject area of study. For example; Emerging Themes in Marketing is likely to be different to Emerging Themes in Oil and Gas. The focus of the content for the emerging themes will be developed from the students own research and reading. So enabling students to study the impact of emerging themes on their own discipline.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Seminars	30	Each seminar explores an emergent issue related to the area within the award subject. Each focuses on the specific tools of critical reading and evaluation tools particularly related to information synthesis.
Guided Independent Study	120	The Independent guided hours are primarily spent in three areas: preparation for the workshop, specified reading relating to a topic, undertaking of critical reading and writing tasks in preparation for the workshop.
<b>Total</b>	<b>150 Hours</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Assessed Module Learning Outcomes</b>	<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Lo1, Lo2, Lo5	Coursework	Seen Article Analysis Questions related to a provided article. 1,000 words.	50%
Lo1, Lo3, Lo4		Seen Case Analysis Questions related to a provided organisational case study. 3,000 words.	50%
			100%

## REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
Lo1, Lo2, Lo5	Coursework	Seen Article Analysis  Questions related to a provided article. 1,000 words.	50%
Lo1, Lo3, Lo4		Seen Case Analysis  Questions related to a provided organisational case study. 3,000 words.	50%
			100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Grace Allen

Date: 12/07/2017

**Approved by:** Liz Lerner

Date: 13/07/2017

**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> MOPO6040	<b>MODULE TITLE:</b> Managing an Online Portfolio
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:**

This module takes an in depth look at what is involved in managing stock as part of an online ecommerce enterprise. It covers the full range of processes involved in selling products online from stock acquisition to pricing, managing transactions, shipping, legal obligations and how to deal with customer feedback and returns. The module also explores website design and functionality and the pros and cons of using out-of-the-box and bespoke solutions to online supply chain management.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

This module aims to provide students with the ability to design and organise complete on-line supply chain management solutions, recognise and evaluate price point strategy for on-line enterprises, and determine what makes on-line presence successful in terms of design and interactivity.

**ASSESSED LEARNING OUTCOMES:**

At the end of this module students will be expected to be able to:

1. Develop the most appropriate, and if necessary create novel, processes for effective on-line supply chain management.
2. Develop and justify pricing strategies and differentiate the needs of off- and on-line pricing.
3. Critically evaluate the advantages and disadvantages of the use of e-commerce in business and its impact on supply chain management.

<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

#### **Summary of Module Content**

This module will cover all aspects of managing an online product portfolio. Design and purpose of a website will be introduced. Stock acquisition and management, sales and delivery will be considered with particular reference to financial and time constraints. A study and comparison of traditional and online price structures will be made allowing effective price point selection. At all stages, legal obligations for distance selling will be included, as well as a summary of these at the end of the module.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars	30	These provide a mix of different techniques to show, highlight and deepen the understanding of the topics and concepts. Techniques will include the use of case studies, interactive online practical activities, group discussions, practical exercises, small group tasks and field trips where appropriate.
Guided independent study	120	Structure activities including reading; observations, research, group meetings, assessment or exam preparation and self-directed study
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C_	Report	100%	The report is linked to learning outcomes 1, 2, and 3. Coursework will take the form of a report assessing the suitability of a business developing an on-line portfolio, specifically considering supply chain management and pricing (word count 4,000 words).

<b>Updated by:</b> Date: Grace Allen 12/07/2017	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

**MODULE CODE:** RMET6053    **MODULE TITLE:** Research Methods

**CREDITS:** 15                      **FHEQ LEVEL:** 6                      **JACS CODE:** N/A

**PRE-REQUISITES:**              **CO-REQUISITES:**              **COMPENSATABLE:** Y  
None                                      None

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module allows students to undertake supervised research in an area of their chosen field as appropriate to their programmes. The module aims to provide students with the tools and skills for developing their own academic research.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <u>Definitions of Elements and Components of Assessment</u></i>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:**

GSMEE

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to develop students’ understanding of research methodologies and techniques relevant to their chosen field (Business, Management, Law, Oil and Gas etc). It allows students to plan and engage in a substantial piece of supervised research in an area of interest to them.

This module also requires students to evaluate the content of the published literature as relevant to the issue(s) investigated.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> <li>1. Identify a research topic appropriate to the level and field of study</li> <li>2. Demonstrate a detailed understanding of the main frameworks and principles on research design.</li> <li>3. Assess and contribute to the process of research</li> <li>4. Evaluate how quantitative and qualitative methods can be applied in academic research</li> </ol>	<p><u>Knowledge and understanding:</u></p> <p>K1.0 Demonstrate knowledge and understanding of the key aspects of business and in their chosen field of study.</p> <p>K1.1 Apply a factual and conceptual knowledge base to such business areas as finance, people, their behaviour and communications.</p> <p>K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions</p> <p>K1.3 Identify the fundamental environmental factors and implications that shape business and commercial environments.</p> <p>K1.4 Consider ethical issues in the chosen area of study and discuss these in relation to personal beliefs, behaviour and values.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engage in meaningful critique, debate and analysis of topics to examine a range of business problems.</p> <p>C2.1 Carry out critical analysis and evaluate a range of ideas, arguments or theories pertinent to business disciplines.</p> <p>C2.2 Apply concepts, frameworks and information to real world problems or practices.</p> <p>C2.3 Formulate hypothesis/research questions and identify/interpret sources of data to construct cogent arguments and solutions to problems.</p> <p>C2.4 Synthesise and communicate ideas and information in a formal manner.</p> <p><u>Transferrable Skills:</u></p>

	<p>T3.0 Utilise the transferable skills necessary to work in a range of sectors and industries</p> <p>T3.1 Operate in predictable, defined contexts using standard, recognised techniques.</p> <p>T3.2 Work with limited autonomy within agreed and defined parameters.</p> <p>T3.3 Develop responsibility for their own learning and reflect on their professional practice.</p> <p>T3.4 Work effectively with others while meeting the required obligations involved.</p> <p><u>Employment:</u></p> <p>E4.0 Demonstrate possession of the skills required for graduate employment and recognise the need for further professional development.</p> <p>E4.1 Identify the career specialism and progression routes that reflect their interests and abilities.</p> <p>E4.2 Understand careers pathways and the professional expectations, behaviour and values required to achieve these.</p> <p><u>Practical:</u></p> <p>P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.</p> <p>P5.1 Demonstrate an understanding of the issues involved when working with others and be able to act appropriately to achieve successful outcomes.</p> <p>P5.2 Apply relevant methods and frameworks to clearly defined business problems.</p> <p>P5.3 Undertake research tasks with minimum guidance to investigate and develop people performance issues.</p> <p>P5.4 Communicate effectively to explain</p>
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	business issues in a clear and concise manner.
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<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM London
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn/Spring/Summer

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students receive guidance from their programme teams and should review the module handbook and scheme of work as relevant to their programmes for more information.

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2017-2018

**NATIONAL COST CENTRE:** N/A

**MODULE LEADER:** See Module Handbook

**OTHER MODULE STAFF:** See Module Handbook

#### **Summary of Module Content**

This module allows students to undertake supervised research in an area of their interest. The module is intended to provide a robust foundation for the project, including the identification of a suitable research topic; identifying and reviewing significant and relevant literature; identifying, justifying and using appropriate research methodologies; reporting and analysing results; and drawing appropriate conclusions; identifying different types of research classification; the stages of the research process; evaluating literature; methods of data collection; qualitative and quantitative data analysis; presenting and analysing data; communicating research findings; ethical requirements in treating research subjects and conducting research. The skills that students acquire in their projects also equip them for working in a professional environment, aiding them in analysis and decision-making.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Seminars	30	Tutor led discussion and classroom sessions focusing on developing topic areas to enable students to engage in discussion and application of subject areas.

Guided independent study	120	Guided independent reading and research, preparation for sessions, webinars and use of online learning resources and preparation of proposal
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

### SUMMATIVE ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Detailed research proposal for project. Word length 2,500	100%

### REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Detailed research proposal for project. Word length 2,500	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Grace Allen  
Date: 12/07/2017

**Approved by:** Liz Lerner  
Date: 13/07/2017

**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

**MODULE CODE:** RPRO6050    **MODULE TITLE:** Research and the Professional

**CREDITS:** 15                            **FHEQ LEVEL:** 6                            **JACS CODE:** N/A

**PRE-REQUISITES:**            **CO-REQUISITES:**            **COMPENSATABLE:** Y  
None                            None

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

In business, there is a need to seek answers to questions, such as service levels, consumer perceptions or how satisfied employees are. To succeed, businesses need to gather information about their competitors, their consumers and their own performance.

Through the evaluation of different research methods, students apply business research methods in a range of contexts. These methods will not only prove useful in personal and professional development but will form the foundation for work on a Capstone Project.

**ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL to which module should be linked:**

GSMEE

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module assists students in gaining an appreciation of the array of methods available to organisations to conduct and commission research. It develops students’ understanding of the range of quantitative and qualitative methods of research that can be applied within a business investigation. It introduces the complexity involved in conducting research within organisations, including the potential ethical aspects encountered in a professional context. It develops research skills enabling students to be able to tackle various types of business and academic research in an area of their chosen field, as appropriate to their programme.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<p>At the end of this module students will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Detailed understanding of the main frameworks and principles of research design</li> <li>2. Broad awareness of the various quantitative and qualitative methods that are used to develop business research.</li> <li>3. Ability to apply research understanding to the development of a research proposal</li> <li>4. Appreciation of the ethical practices involved in managing, conducting and disseminating research</li> </ol>	<p><u>Knowledge and understanding:</u></p> <p>K1.0 Demonstrate knowledge and understanding of the key aspects of business and in their chosen field of study.</p> <p>K1.1 Apply a factual and conceptual knowledge base to such business areas as finance, people, their behaviour and communications.</p> <p>K1.2 Recognise the need to collect, manipulate and interpret relevant quantitative and qualitative data to address business issues and develop coherent solutions</p> <p>K1.3 Identify the fundamental environmental factors and implications that shape business and commercial environments.</p> <p>K1.4 Consider ethical issues in the chosen area of study and discuss these in relation to personal beliefs, behaviour and values.</p> <p><u>Cognitive and Intellectual Skills:</u></p> <p>C2.0 Engage in meaningful critique, debate and analysis of topics to examine a range of business problems.</p> <p>C2.1 Carry out critical analysis and evaluate a range of ideas, arguments or theories pertinent to business disciplines.</p> <p>C2.2 Apply concepts, frameworks and information to real world problems or practices.</p> <p>C2.3 Formulate hypothesis/research questions and identify/interpret sources of data to construct cogent arguments and solutions to problems.</p> <p>C2.4 Synthesise and communicate ideas and information in a formal manner.</p>

Transferrable Skills:

- T3.0 Utilise the transferable skills necessary to work in a range of sectors and industries
- T3.1 Operate in predictable, defined contexts using standard, recognised techniques.
- T3.2 Work with limited autonomy within agreed and defined parameters.
- T3.3 Develop responsibility for their own learning and reflect on their professional practice.
- T3.4 Work effectively with others while meeting the required obligations involved.

Employment:

- E4.0 Demonstrate possession of the skills required for graduate employment and recognise the need for further professional development.
- E4.1 Identify the career specialism and progression routes that reflect their interests and abilities.
- E4.2 Understand careers pathways and the professional expectations, behaviour and values required to achieve these.

Practical:

- P5.0 Demonstrate the acquisition of GSM London's Graduate Attributes and facilitate the application of these attributes in both academic and vocational contexts.
- P5.1 Demonstrate an understanding of the issues involved when working with others and be able to act appropriately to achieve successful outcomes.
- P5.2 Apply relevant methods and frameworks to clearly defined business problems.
- P5.3 Undertake research tasks with minimum guidance to investigate and develop



	<p>people performance issues.</p> <p>P5.4 Communicate effectively to explain business issues in a clear and concise manner.</p>
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<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM London
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn/Spring/Summer

Additional notes (for office use only):

The delivery of this module is provided through each programme specific teaching team and subject specialists. Students receive guidance from their programme teams and should review the module handbook and scheme of work as relevant to their programme for more information.

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

**ACADEMIC YEAR:** 2017-2018  
**MODULE LEADER:** See Module Handbook

**NATIONAL COST CENTRE:** N/A  
**OTHER MODULE STAFF:** See Module Handbook

#### **Summary of Module Content**

The nature and purpose of research and gathering business intelligence; the role of self-reflection in developing individual learning outcome for research projects; conducting literature reviews to support the development of projects; classification of research projects; the stages of the research process; methods of data collection, evidencing research; qualitative and quantitative data analysis; presenting and analysing research; communicating research findings; ethical requirements in treating research subjects and conducting research.

Students engage in formative assessment via the presentation of their research outline which receive peer and tutor feedback.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	10	Tutor exposition of key knowledge areas as outline in scheme

		of work.
Seminars	20	Tutor led discussion and classroom sessions focusing on developing topic areas to enable students to engage in discussion and application of subject areas.
Guided Independent Study	120	Guided independent reading and research, preparation for sessions, webinars and use of online learning resources and preparation of proposal
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Written Assignment - Detailed research proposal for project. word length 2,500	100%

### REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
LO1, LO2, LO3, LO4	Coursework	Written Assignment - Detailed research proposal for project. word length 2,500	100%

**To be completed when presented for Minor Change approval and/or annually updated**

Updated by: Grace Allen  
Date: 12/07/2017

Approved by: Liz Larner  
Date: 13/07/2017

**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> DIST6011	<b>MODULE TITLE:</b> Digital Strategy
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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<p><b>SHORT MODULE DESCRIPTOR:</b>          This module provides insight into how organisations can implement digital marketing capabilities into strategic marketing planning. It outlines how an understanding and analysis of the macro- and micro-environments can enable organisations to assess the impact of the digital landscape in delivering objectives and developing strategic recommendations.</p>
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> GSMEE
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<b>Professional body minimum pass mark requirement:</b> NA
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<p><b>MODULE AIMS:</b>          This module aims to provide an insight into how organisations can integrate digital marketing capabilities into strategic marketing planning. Students analyse the impact of macro- and micro-environments on an organisation's ability to deliver objectives and develop strategic recommendations. It reviews the ways in which digital marketing mixes can enable organisations to respond with agility to market needs, examines the management of digital channels and the application of key digital measures help to achieve business objectives.</p>
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<p><b>ASSESSED LEARNING OUTCOMES:</b>          At the end of this module students will be expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the strategic implications of the dynamic digital environment.</li> <li>2. Develop strategic recommendations in response to the need to acquire, convert and retain customers and the delivery of agile responses to changing customer behaviours.</li> <li>3. Critically evaluate approaches to managing, optimising and evaluating key channels and content within a digitally enhanced strategic plan</li> </ol>
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<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON

<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer
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Additional notes (for office use only):

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

**Summary of Module Content**

Disruptive Digital Environment; Digital in the Strategic Marketing Plan; The Digital Mix; Digital Acquisition; Conversion Optimisation; Web optimisation; Digital Retention; User Driven Content; Multi channel Digital; Analytics Dashboard; Search Analytics; Behavioural Analytics; Social Analytics; Digital Mix Optimisation

This module maps to CIM Level 6 Module Digital Strategy, part of the Professional Marketing Diploma.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars	30	These provide a mix of different techniques to show highlight and deepen the understanding of the topics. Using a mixed method delivery including the use of formative assessment case studies, interactive online practical activities, group discussions and small group tasks.
Guided independent study	120	Including guided reading, portfolio development, engagement with online activities (discussion forums, podcasts, webinars)
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C_	Portfolio	100%	Portfolio of evidenced activities based on given scenario for assessment. LO1, LO2, LO3

<b>Updated by:</b> Grace Allen 12/07/2017	<b>Date:</b>	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> SMPL6062	<b>MODULE TITLE:</b> Strategic Marketing and Planning
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:**  
 Marketing is by definition a management process (CIM). The strategic application of marketing principles is a necessary requirement for corporate success, with strategic marketing and planning linking directly to organisational strategy. A dual focus exists; both the co-ordination of internal activities and management of organisational relationships externally with customers, supply chains and other key stakeholders.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**  
 The module aims to outline the components of the strategic marketing planning process, exploring marketing planning concepts and theories, ultimately delivering the marketing plan as a key contributor to organisational strategy. A critical analysis of the tools of the marketing planning process leads to the development of appropriate marketing objectives and strategies within the marketing plan. Further focus is placed on the interfaces with other business functions that underpin the planning process. Implementation of the marketing plan and control issues are explored with ongoing critical analysis of the tools of analysis and numerical aspects of decision making as part of the strategic planning process.

**ASSESSED LEARNING OUTCOMES:**  
 At the end of this module students will be expected to be able to:

1. Explain the role of the different elements of a marketing plan
2. Select and apply a range of appropriate strategic marketing audit and planning tools
3. Evaluate a business scenario for marketing audit and planning purposes
4. Critically analyse evidence to support conclusions and recommendations within a marketing plan

<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

### **Summary of Module Content**

The strategic marketing planning process and its relationship with organisational strategy; strategic analysis; the marketing audit and tools of analysis, buyer behaviour, critical success factor analysis, segmentation, targeting and positioning; creating competitive advantage; analysis of the competitive environment; strategy formulation; determining strategic direction, mission and values, marketing objectives and the planning gap, strategy choice evaluation; development of the marketing plan; the marketing mix, strategic decisions relating to product, branding, distribution, pricing, communications, relationship marketing; strategic implementation and control; implementation of the marketing plan, barriers and enablers, measuring the effectiveness of marketing performance.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	10	Formal lectures which will provide students with the knowledge and skills needed.
Tutorials	20	A range of activities including case studies, workshops, application of marketing, audit and planning tools
Guided independent study	120	Including guided reading, report writing, 121 feedback, engagement with online activities (discussion forums, podcasts, webinars)
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C_	<b>Written Assignment</b>	25%	Strategic analysis of pre-seen case study material including group assessed development of a marketing audit (1000 words)
		<b>Written Assignment</b>	75%	Individually assessed analysis of audit findings and development of a robust, justified marketing plan (2000 words)
			100%	

<b>Updated by:</b> Date: Grace Allen 12/07/2017	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> SENT6057	<b>MODULE TITLE:</b> Social Enterprise
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:**  
 Social Enterprise is continuing to gain traction as a sustainable model of business that focuses on the triple bottom line of Profit, People, and Planet. These organisations, with both commercial and social objectives, re-invest their returns into the organisation or the community they work in. This module explores various aspects of these organisations and the social sector that they operate within.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> GSMEE
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<b>Professional body minimum pass mark requirement:</b> NA
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**MODULE AIMS:**  
 This module aims to explore the concept of social enterprise and the social economy, while identifying various academic models and methods of analysis related to the sector. More specifically, it aims to analyse the motivations, drivers, and activities of social enterprises within the UK and beyond. It also aims to inspire, encourage, and provide practical guidance for students toward social action and developing and managing businesses in this area of significant growth.

**ASSESSED LEARNING OUTCOMES:**  
 At the end of this module students will be expected to be able to:

1. Explain the notion of social enterprise and the social economy.
2. Critically evaluate the social impact of a social enterprise.
3. Exhibit specialist knowledge on the way social enterprise activities and business projects are justified and evaluated.

<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer



Additional notes (for office use only):

**SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR: 2017/2018</b>	<b>NATIONAL COST CENTRE: NA</b>
<b>MODULE LEADER: See module handbook</b>	<b>OTHER MODULE STAFF: See module handbook</b>

**Summary of Module Content**

This module covers the fundamentals of Social Enterprise and will include: the third sector and the social economy, the social entrepreneur, social impact, identifying opportunities, identities and organisational forms, governance, HRM, stakeholder relations, financing and funding, strategy and planning, writing the social business plan, evaluating and measuring social impact, and leadership and management in the Social Enterprise.

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars	30	These will comprise varying activities regarding the application of relevant theory. This will include tasks of: discussing and applying appropriate models such as cross-sector theory and Maslow's hierarchy, case study exercises, identifying appropriate legal identities, and analysing income streams.
Guided independent study	120	This will take the form of varying activities, which include recommended textbook and journal article reading, completion of pre-arranged related MOOC elements, suggested videos, investigation of related websites and available material, and contributing to discussions in the VLE forum.
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C_	Report	100%	Report, linked to learning outcomes 1, 2, and 3. The assessment for the module will be made up entirely of coursework to reflect the practical nature of developing and managing a social enterprise. This includes developing a business

				plan for a new social enterprise or critiquing an existing organisation. (word count of 2000 words)
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<b>Updated by:</b> Date: Grace Allen 12/07/2017	<b>Approved by:</b> Larner 13/07/2017	Date: Liz
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> SOEN6059	<b>MODULE TITLE:</b> Starting an Online Enterprise
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:**

This module provides students with the fundamental building blocks for setting up a successful and sustainable online enterprise. From analysing the marketplace to processing stock and providing a great end to end customer experience, students learn the ins and outs of trading successfully online whether using bespoke, out-of-the-box ecommerce platforms or selling wholly through a third party site such as eBay. The module also covers the legal aspect to keep students' businesses on track online.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> GSME
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<b>Professional body minimum pass mark requirement:</b> NA
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**MODULE AIMS:**

This module aims to determine what makes online presence successful in terms of website design, branding and interactivity. Students are expected to appraise effective product presentation and on-line supply chain management. This module allows students, through analysis of feedback and website data, to explore and enable delivery of a good on-line customer experience.

**ASSESSED LEARNING OUTCOMES:**

At the end of this module students will be expected to be able to:

1. Identify and evaluate the advantages and disadvantages of the use of on-line enterprise in business and its practical, commercial and legal limitations.
2. Analyse approaches to on-line supply chain management and investigate approaches appropriate to identified scenarios
3. Critically analyse the on-line marketplace and develop robust on-line customer service and marketing strategies.

<b>DATE OF APPROVAL:</b> 14-15/01/15	<b>FACULTY/OFFICE:</b> Academic
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	Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

### **Summary of Module Content**

This module covers all aspects of starting an online enterprise, be it as an adjunct to a traditional business or as a standalone business. The initial focus is on product presentation, online customer experience, order processing and despatch. Complementing this involves an in depth look at marketing and data analysis to maximise online presence. At all stages legal obligations for distance selling are included, as well as a summary of these at the end of the module.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars	30	These provide a mix of different techniques to show highlight and deepen the understanding of the topics. Using a mixed method delivery including the use of formative assessment case studies, interactive online practical activities, group discussions and small group tasks.
Guided independent study	120	Structure activities including reading; observations, research, group meetings, assessment or exam preparation and self-directed study
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C <sub>1</sub>		70%	Linked to learning outcome 3. Students provide a 500 word critical reflection of their work and

		<b>Written Assignment</b>		provide a rationale for the decisions they have made regarding customer service and marketing strategies.
		<b>Portfolio</b>	30%	Linked to learning outcomes 1 and 2. Students set up or assess an online business and examine the success and sustainability through a portfolio of evidence.
			_____	
			100%	

<b>Updated by:</b> Date: Grace Allen 12/07/2017	<b>Approved by:</b> Larner 13/07/2017	Date: Liz
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**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> CTPS6008	<b>MODULE TITLE:</b> Creative Thinking and Problem Solving
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<b>CREDITS:</b> 15	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Y
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**SHORT MODULE DESCRIPTOR:**  
 This module will focus on encouraging students to develop their skills in problem solving and creative thinking. Through the use of simulation activities, students will learn to apply creative thoughts and make decisions for specific solutions which will improve a given business scenario. An opportunity to assess impact and where appropriate, limit any damaging impact is provided.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	50%	<b>P1</b>	50%
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**  
 This module aims to bring together the multiple aspects of students' degree programmes, with a particular focus on applying creative thinking and problem-solving techniques to business situations. Students are given the opportunity to experience the impact of strategic and tactical decision making as members of the Management Team of a Trading Company in a simulated business environment. This requires the application of knowledge from areas such as Strategic Management, Finance & Economics, Marketing & Communications and Human Resources. Each round of the simulation requires the formulation of both strategic and operational decisions. The entire module simulates 10 years of trading with a changing external environment, it is necessary to creatively adapt and develop strategies to respond to these changes.

**ASSESSED LEARNING OUTCOMES:**  
 At the end of this module students will be expected to be able to:

1. Reflect on and critically evaluate personal and management decisions and their outcomes.
2. Practically apply creative thinking and problem-solving techniques to help make business decisions in a dynamically changing environment.
3. Evaluate creative thinking and problem-solving techniques within the business context.

<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON

<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer
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Additional notes (for office use only):

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

**Summary of Module Content**

Introduction to the ProSim Simulation Tool, Group Structuring and roles; applied Knowledge for Simulation rounds including: Lateral Thinking, Thinking Hats, Mind Mapping, Brain Storming; Idea Generation; creative techniques to redefine a problem; Budgets and Finance; KPI's, Balanced Scorecard; Strategy; Human Resources and Marketing. Additional elements may be included based on the individual cohorts' development needs to achieve their simulated company goals.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	10	Interactive lectures
Tutorials	20	Provides students with the required knowledge and skills with a focus on practical work. Includes a mixture of formative assessments.
Guided Independent Study	120	Structure activities including reading; observations, research, group meetings, assessment or exam preparation and self-directed study
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C_	<b>Portfolio</b>	100%	LO1, LO2 – Portfolio of 10 weekly, personal reflections with a word count of around 200 words each week
Practice	P_	<b>Oral assessment and presentation</b>	100%	Presentation LO2, LO3 – Weekly participation in Simulation utilising Problem Solving Techniques to develop a portfolio of evidence

**Updated by:**  
Grace Allen 12/07/2017

Date:

**Approved by:**  
Liz Larner 13/07/2017

Date:



**SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty Quality Procedures for approval and issue of new module code.***

<b>MODULE CODE:</b> CAPP6004*	<b>MODULE TITLE:</b> Capstone Project (Dissertation/Consultancy Project/Work Based Learning)
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<b>CREDITS:</b> 30 credits	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> NA
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> N
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**SHORT MODULE DESCRIPTOR:**  
A Capstone Project synthesises a student's learning in a single project that demonstrates their fulfilment of the programme learning outcomes. Each project results in a final product such as a research paper, article, and documented action project, presentation of a body of visual / literary work, written project, dissertation or combination thereof. It also includes a student's reflection in writing on his or her experience in relation to the material.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</b>	
<b>E2</b> (OSCE)		<b>C2</b>		<b>P3</b>	
<b>T1</b> (Test)		<b>A1</b>			

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** GSMEE

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**  
This module allows students to synthesise their learning in a single project that demonstrates their fulfilment of the programme's learning outcomes. It integrates their academic knowledge with experiences beyond the classroom and combines their developing knowledge, skills, and personal interests. The project is conceived, designed, and carried out independently, with support and supervision.

**ASSESSED LEARNING OUTCOMES:**  
At the end of this module students will be expected to be able to:

1. Demonstrate a detailed knowledge of the major discipline with areas of specialisation. (Specific learning outcomes to be set by student and supervisor).
2. Undertake critical analysis using an appropriate range of techniques - evaluate evidence to support conclusions - application to complex situations.
3. Engage in self-assessment, reflection, and analysis
4. Use creative and critical thinking skills to solve problems.
5. Work and learn both independently and collaboratively

6. Communicate ideas and the results of their work with clarity and concision as appropriate to the identified audience.

<b>DATE OF APPROVAL:</b> 14-15/01/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> October 2015	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

Projects will fall into 4 categories: Research-based dissertation, work based learning, creative or a hybrid of these forms. Content and focus of the project will be as appropriate to meet the learning outcomes of the programme of undergraduate study.

The delivery of this module is provided through each programme's specific teaching team and subject specialists. Students are required to undertake a project within their subject area. They will receive guidance from their programme team and should review the module handbook and scheme of work as relevant to their programme for more information.

\*For external examiner and delivery breakdown:

- A - BSc (Hons) Business Management
- A - BSc (Hons) Business Management with Creative Industries
- A - BSc (Hons) Business Management with E-commerce
- A - BSc (Hons) Business
- A - BSc (Hons) Professional Management
- A - BSc (Hons) Enterprise and Small Business Development
- C - BSc (Hons) Travel and Tourism
- D - BSc (Hons) Oil and Gas Management
- E - BSc (Hons) Human Resources with Management
- F - BSc (Hons) Events and Entertainment Management
- G- BSc (Hons) Marketing
- H – BSc (Hons) Accounting and Finance

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.*

<b>ACADEMIC YEAR:</b> 2017/2018	<b>NATIONAL COST CENTRE:</b> NA
<b>MODULE LEADER:</b> See module handbook	<b>OTHER MODULE STAFF:</b> See module handbook

**Summary of Module Content**

Capstone Projects are intended to be intensive, active learning projects, requiring significant effort in the planning and implementation by the student, as well as preparation of a substantial final submission.

Whilst subject is likely to be driven by the programme aims, there is a wide scope of opportunity for students to develop a project or dissertation in a subject area of their choice. Scrutiny review will be conducted on proposals and will look to ensure students have covered within their project development and implementation the nature and purpose of research and applied aspects of their research module such as role of self-reflection in planning and implementing a project, effectively communicating project findings and ensuring ethical requirements are met.

When first writing the CP, the student drafts an outline proposal in Research in a Professional Context or Research Methods for traditional dissertations. Prior to the semester during which the student begins to work on CP, he or she revisits and revises this proposal and submits it to the supervisor in advance of the semester. Some projects may require approval through a project approval/scrutiny committee following the marking of the proposal as part of Research in a Professional Context module.

At the start of the semester the student and Supervisor discuss the plan. Any revisions to this will need to be signed off by the supervisor or approval committee as deemed appropriate. Once the proposal has been approved, the student will design the early stages of the work that make up Capstone Project (CP) under supervision.

Supervision will be allocated as deemed appropriate through the programme teams. Depending on the project and the student's learning needs, the Supervisor may be supported by an additional tutor with subject specialism.

Building on the work of Capstone Project, the student carries out a substantial, personally meaningful project that demonstrates his or her learning in the field and programme and personal stance toward the project's material or practice in Capstone Project.

Examples might include a research paper and published article, film, documented product development.

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Project Supervision	10	Students regularly meet with their supervisors to discuss their progress. The term 'project supervision' is used to refer to the meetings that students have with their supervisors, to plan, discuss, and monitor their work. Meetings can take place either virtually or in person. The size of a project supervision meeting depends upon the number of students involved in the work concerned, and the nature of that work. Supervision will also frequently take place on a one-to-one basis.
Tutorials	20	Tutorials involve one-to-one or small group supervision, involving provision of feedback or detailed discussion on a particular topic or project. These may include action learning sets to support students through their studies so that they receive support from peers, as well as direction or feedback from tutors. Tutorials take place either

		virtually, or face-to-face.
Guided Independent Study	270	Guided independent study might include preparation for scheduled supervision sessions, follow-up work, wider reading or practice, completion of project related tasks. Students are expected to be responsible for their own learning, with appropriate support being provided by the institution, primarily through supervision. Additional support is provided through peer group based activity, access to libraries and learning spaces, additional skills training, etc. The focus of this guided independent study is on the execution and completion of students' Capstone Projects.
<b>Total</b>	300	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C <sub>1</sub>	<b>Dissertation/ Written assignment</b>	100%	Project output can be a practical nature, dissertation or written report. Students are assessed on the output of a period of project work (in this instance this may take the form of a dissertation or written report). Examples are diverse and include the documentation of an action based project e.g., an event/product development etc, a peer reviewed article or a film. The potential range of outputs are detailed in an accompanying Capstone Project Student Handbook.

<b>Updated by:</b> Grace Allen 12/07/2017	<b>Date:</b>	<b>Approved by:</b> Liz Larner 13/07/2017	<b>Date:</b>
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