

**BSc (Hons) Oil and Gas Management  
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.

<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 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**

*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**  
 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%	

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

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.

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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> IOGE4033	<b>MODULE TITLE:</b> Introduction to the Oil and Gas Environment
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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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<p><b>SHORT MODULE DESCRIPTOR:</b> This module identifies key operational components of the oil and gas environment. It also identifies key operational aspects of local and multi-national oil and gas companies, including: exploration, production, refining, trading and marketing – effectively, the internal supply chain. Also examined are the economic benefits delivered to local communities.</p>
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>				
<b>WRITTEN EXAMINATION</b>		<b>COURSEWORK</b>		<b>PRACTICE</b>
<b>E1</b> (Formally scheduled)		<b>C1</b>	100%	<b>P1</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 aims of this module are to provide students with an understanding of the different elements of an oil and gas sector organisation with a focus on trading and supply, including the factors that affect them. Students should be able to comprehend the influences in the commercial and reseller/retail markets.</p> <p>In addition, this module provides students with a good foundation of knowledge for product characteristics, distribution, and the financial tools and regulatory environment, whilst demonstrating the practical skills required in order to operate in a sophisticated technical environment with an understanding for conflicting operational and financial requirements.</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. Describe the roles and responsibilities of key divisions in an oil and gas sector organisation</li> <li>2. Demonstrate an understanding of the competitive elements in each division or department</li> <li>3. Discuss the contribution to communities of oil and gas sector activities, the requirements for performance reporting and the value of branding and marketing</li> <li>4. Understand the significance of the environment to the success of a business</li> </ol>
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<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):**

Knowledge and understanding: demonstrate a detailed knowledge of the divisional structure of a large oil and gas organisation. Cognitive/intellectual skills: analyse and compare a range of technical and financial information; apply simple techniques in linear programming  
Key/transferable skills: the ability to interpret financial and operational performance data relevant to each divisional activity  
Practical skills: the ability to operate in a sophisticated technical environment, demonstrating an understanding for conflicting operational and financial requirements

**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**

Introduction to/analysis of: upstream activities within the oil and gas sector; crude oil and gas transportation; the technology associated with refining and refined product characteristics; management of refinery facilities; regulatory environment; trading and supply; terms of trade; financial tools; insurance; shipping and ship chartering; regulatory environment.

Refined product distribution, including rail, road, pipeline and sea freight; storage installations and tank characteristics; transport economics; regulatory environment; facilities management.

Product marketing; branding; retail market structure; retail site design; commercial and re-seller markets; lubricants and special products; mineral and synthetic-based lubricants; greases; additives and the OEM relationship.

This module features formative assessments where students' knowledge is regularly tested with any of (or combination of) quizzes, group activities, practice tests, and many more, all of which are aimed at getting students to develop the knowledge and understanding of the subject matter. Students receive timely feedback on each of the formative assessment completed during the module.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars	30	Formal classroom sessions which can be delivered through a combination of face-to-face contact or online through the use of recorded video sessions and live webinars.
Guided independent study	120	Independent: Video cases, case study, quizzes, articles,

		scenario games, social media engagement, etc. Field Trip to refinery, distribution or other industry facilities
<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>
<b>Coursework</b>	<b>C1</b>	<b>Written Assignment</b>	100%	To comprise a written report on topical/national market/sector issues with a suggested word count of 2000. The report will assess all the learning outcomes (LO) of the module i.e. LO 1, 2, 3, and 4.

<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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**SHORT MODULE DESCRIPTOR:**  
 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.

<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 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.

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

1. Explain the principles of business and financial economics in an international context.
2. Identify and explain the impact of governmental, monetary and economic policy on decision making in a business context.
3. Describe and apply macro and micro concepts and models to business decision making.
4. Interpret financial information (external and internal) and apply to decision making within a business context.
5. Discuss the rationale and impact of decisions for business strategies to users and stakeholders.
6. Examine and discuss the relationship between theory, application in business and financial economics in an international context.

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

**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</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.

<p>of theories of career development</p> <ol style="list-style-type: none"> <li>3. Analyse and evaluate sources of local, regional and global opportunities relevant to career ideas, interests and ambitions</li> <li>4. Produce a professional CV, online profile, action plan and develop digital literacy skills for work</li> </ol>	<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><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>
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	E4.2 Understanding of careers' pathways and the professional expectations of the 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**  
**MODULE LEADER:** See Module Handbook

**NATIONAL COST CENTRE: N/A**  
**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	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%

**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> MERR5030	<b>MODULE TITLE:</b> Managing Energy Resources and Regulations
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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:**  
This module examines why affordable energy resources are essential for economic and social development, food production, water supply, and societal welfare. It examines how a long-term adverse impact can be prevented by understanding the importance of conservation, energy use and efficiency, clean energy and the relationship to climate and natural resources, including the development of policies to tackle these challenges.

<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:**  
This module aims to provide students with an understanding of the factors affecting energy resources and their influence on economic and social development. Students will gain an appreciation of the long-term effects of energy consumption, production and its relationship to the climate and natural resources. The module will explore the ethics and energy policy management within the energy sector. Students will comprehend how stakeholders face and forecast challenges in the energy sector.

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

1. Identify and explain the factors affecting energy resources availability and management and the impact of the rising energy demand.
2. Critically analyse the influence of current and new policies and regulation on energy availability and management.
3. Appraise the impact of technological advancement on the energy sector.

<b>DATE OF APPROVAL:</b> 14-15/01/15	<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**

Basic principles; energy resources; other energy resources; aspects of energy management; energy management; demand-supply distribution; conservation and sustainability; political and regulatory aspects; challenges of energy management; consolidation.

This module features formative assessments where students' knowledge is regularly tested with any of the following (or a combination of) quizzes, group activities, practice tests, and many more, all of which are aimed at assisting students to develop the knowledge and understanding of the subject matter. Students receive timely feedback on each of the formative assessments completed during the module.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	10	Scheduled: Formal classroom sessions which can be delivered through a combination of face-to-face contact or online through the use of recorded video sessions and live webinars.
Seminars	20	Scheduled: Formal instruction supplemented by case studies, quizzes, group work, etc.
Guided independent study	120	Independent: Video cases, case study, quizzes, articles, scenario planning games, social media engagement, etc.
<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	C1	<b>Written Assignment</b>	100%	A written report or essay with a suggested word count of 2,500 words. This will assess all the learning outcomes (LO) of the module i.e. LO 1, 2, and 3.

<b>Updated by:</b> Grace Allen 12/07/2017	<b>Date:</b>	<b>Approved by:</b> Larner 13/07/2017	<b>Date:</b> 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> GEOU5022	<b>MODULE TITLE:</b> Global Energy Outlook
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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:**  
 The module demonstrates the significance of progenitor of energy systems including the importance of the operation of economic and population growth and the availability of alternative energy sources. It is concerned with polices that improve the standard of performance in the different parts of the world, whilst analysing their relationship with demand and supply. It also provides an overview of the future of energy sources.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	50%	<b>C1</b>	50%	<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:**  
 This module aims to provide a focused introduction to global energy outlook, including the trends that are shaping the future environment of energy supply, demand, trade and policy. This module also identifies the key regional dynamics that are substantially altering the energy scene, as these are an increment to the industry sector.

In addition, this module discusses energy growth and sustainability, whilst providing an understanding of key global challenges, including the policies that currently attempt to meet such challenges. The module enables students to examine how regulations and policies might be developed further and used in practice. Finally, this module aims to allow students to examine how internal or domestic energy policy dynamics contribute to the global energy outlook.

- ASSESSED LEARNING OUTCOMES:**  
 At the end of this module students will be expected to be able to:
1. Explain the importance and relevance of global energy outlook within contemporary organisations and evaluate the relationship between these organisation and countries.
  2. Analyse the different energy policy frameworks in relation to the impact of the different elements of energy sources and sustainability.
  3. Discuss the key global challenges and issues facing the world oil and gas industry and the factors affecting their long-term prospects.

<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**

*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:**

Global Energy Outlook as a module, aims to expose students to the foundation, different dynamics and an overarching understanding about the different energy sources, aspects and regimes that influence national and global energy security, relevant political dynamics, legalities surrounding issues of energy and provides the necessary framework that will facilitate the answering of relevant questions as it applies to the future of Energy in the world.

Each teaching week builds on the curriculum and discusses a topic that will be examined at the end of the semester. The following areas and issues are covered during the course of the semester:

An introduction to the global energy framework and a historic perspective to the subject of energy policies;

an exposition on the major legal institutions that influence the global energy outlook; the dynamics of energy market developments; the differing energy resources and security of supply, energy technologies, and future energy supply scenarios respectively; the relevance of climate change and the environment in the global energy outlook; issues of 'Clean technologies', their impact on the global energy outlook; the influence of developed and emerging economies on the global energy outlook.

The module includes discussions on relevant subject areas allowing for student-lecturer and student-student to interact and exchange ideas and information.

This module features formative assessments where students' knowledge is regularly tested with any of (or combination of) quizzes, group activities, practice tests, and many more, all of which are aimed at getting students to develop a knowledge and understanding of the subject matter. Students will receive timely feedback on each of the formative assessment completed during 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>
Lectures	10	Scheduled: Formal classroom sessions which can be delivered through a combination of face-to-face contact or online through the use of recorded video sessions and live webinars.
Seminars	20	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	Independent: Video cases, case study, quizzes, articles, scenario planning games, social media engagement, etc.
<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>
Written exam	E1	<b>Written examination</b>	100%	A written examination to demonstrate students' achievement of the learning outcomes (2 and 3) of the module in relation to the global energy outlook and policy. 2 Hours
Coursework	C1	<b>Written assignment</b>	100%	A written report or essay with a suggested word count of 1,500 words. This will assess all the learning outcomes (LO) of the module i.e. LO 1 and 2.

<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> LOOG5026	<b>MODULE TITLE:</b> Logistics and Operations for Oil and Gas
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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:**  
 This module focuses on both logistics and operations within the oil and gas industry including areas of risk management and oil refining. The module also provides the theoretical models behind job design and capacity management, quality management, lean operations and Just-in-Time. Overall, the module provides the opportunity for students to gain key insights into the Logistics and Operations relevant to the Oil and Gas Industry.

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

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

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

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

**MODULE AIMS:**  
 This module aims to demonstrate the scope of logistics and operations in business organisations. The similarities and differences in logistics and operations management between the manufacturing and services sectors will be explored, with a particular focus on aspects relevant to the oil and gas industry.  
  
 In addition, the module aims to analyse the risks and issues involved with logistics and operations activities within the oil and gas industry.

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

1. Explain theoretical and practical aspects of logistics and operations management in the oil and gas industry.
2. Examine the difference and similarities in logistical and operational problems and solutions between service and manufacturing industries.
3. Determine methods of planning and organising efficient operations network.
4. Analyse behavioural problems arising from work organisation and methods to mitigating them in the context of operations strategy.

<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**

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 content of the module is composed of a number of important components such as operations management, supply chain, and quality, among a number of other areas. Alongside this are key issues in oil and gas production, with emphasis given to refining and risk, and distribution. Overall, this module provides students with a range of insights into the operations' functions in manufacturing and services in general and oil and gas in particular.

This module features formative assessments where students' knowledge is regularly tested with any of (or a combination of) quizzes, group activities, practice tests, and many more, all of which are aimed at helping students to develop the knowledge and understanding of the subject matter. Students will receive timely feedback on each of the formative assessments completed during 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>
Lectures	10	Scheduled: Formal classroom sessions which can be delivered through a combination of face-to-face contact or online through the use of recorded video sessions and live webinars.
Seminars	20	Scheduled: Formal instruction supplemented by case studies, quizzes, group work, etc.
Guided independent study	120	Independent: Video cases, case study, quizzes, articles, scenario planning games, simulation games, software training, social media engagement, etc.
<b>Total</b>	<b>150</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
<b>Coursework</b>	<b>C1</b>	<b>Written assignment</b>	100%	To comprise of a written assignment with a suggested word count of 2500. This will assess all the learning outcomes (LO) of the module i.e. LO 1, 2, 3, 4.

<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</p>



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 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**

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**

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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<p>LO1, LO2, LO3, LO4</p>	<p>Coursework</p>	<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>	<p>100%</p>
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## REFERRAL ASSESSMENT

Assessed Module Learning Outcomes	Element Category	Component Name	Component Weighting
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> <li>This could be presented in a variety of ways, such as presentations, artefacts videos, reports, or formal proposal documents.</li> </ul>	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:** 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:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<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</p>

study 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 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**

<b>Assessed Module Learning Outcomes</b>	<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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**

<b>Updated by:</b> Grace Allen Date: 12/07/2017	<b>Approved by:</b> Liz Larner Date: 13/07/2017
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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> POGI6048	<b>MODULE TITLE:</b> Politics in the Oil and Gas Industry
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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:**  
The module explores politics and governance within the oil and gas industry. Outward looking activities such as corporate social responsibility and reputation management which are concerned with how the firm is perceived by its stakeholders are examined. The inward-looking activities of corporate governance and boardroom organisation and management, which address control and power within a corporation, are also examined.

<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 aims to provide students with an understanding of the politics within the oil and gas industry by exploring concepts that have become increasingly important and political within the industry. Thus, this module provides students with a critical awareness of corporate social responsibility, including its value creation potential and application to different business functions such as corporate communication, the corporate brand or public relations.

This module also aims to explore the elements that constitute an organisation's reputation, as well as models that contribute to boardroom decision-making. In addition, the module aims to examine the different approaches to corporate governance including the scope of governance and corporate management control, reporting and disclosure.

**ASSESSED LEARNING OUTCOMES:**

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

1. Apply a well-grounded knowledge of both the theory and practical aspects of corporate social responsibility, reputation management, corporate governance, and boardroom organisation and management.
2. Evaluate the difference and similarities in corporate social responsibility, reputation management, corporate governance, and boardroom organisation and management between the oil and gas industry and other industries.
3. Analyse methods of planning and organising efficient implementation of corporate social responsibility, reputation management, corporate governance, and boardroom organisation and management.
4. Critically analyse behavioural problems arising from work organisation and methods to mitigating them in the context of corporate social responsibility, reputation management, corporate governance, and boardroom organisation and management.

<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**

*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 module consists of sessions comprising lectures, small and large group exercises and discussion, including a debate exercise, group presentations of case study analysis on the following topics:

Corporate Social Responsibility; reputation management; leadership; value creation; corporate governance; business ethics.

Extensive reading is assigned to students to facilitate their learning and understanding of the key concepts and application in business operations. Independent learning tasks are oriented to observing actual politics within the oil and gas industry as reported in academic and grey literature, as well as in the popular press.

This module features formative assessments where students' knowledge is regularly tested with any of the following (or combination of): quizzes, group activities, practice tests, and many more,

all of which are aimed at assisting students to develop the knowledge and understanding of the subject matter. Students receive timely feedback on each of the formative assessments completed during the module.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	10	Scheduled: Formal classroom sessions which are delivered through a combination of face-to-face contact or online through the use of recorded video sessions and live webinars.
Seminars	20	Scheduled: Formal instruction supplemented by case studies, quizzes, group work, etc.
Guided independent study	120	Independent: Video cases, case study, quizzes, articles, scenario planning games, simulation games, social media engagement, etc.
<b>Total</b>	<b>150</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

Category	Element	Component Name	Component weighting	Comments <i>Include links to learning objectives</i>
Coursework	C1	<b>Written assignment</b>	100%	A written assignment with a word count of 3,000 words. This assesses all the learning outcomes (LO) of the module i.e. LO 1, 2, 3, and 4.

<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:** 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

	people performance issues. 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 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

**NATIONAL COST CENTRE:** N/A

**MODULE LEADER:** See Module Handbook

**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

**Approved by:** Liz Lerner

Date: 12/07/2017

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:** 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:**

GSME

**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:

<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. 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</p>
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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 people performance issues.

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 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.

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

<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	120	Guided independent reading and research, preparation for sessions, webinars and use of online learning resources and

study		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**

<b>Updated by:</b> Grace Allen Date: 12/07/2017	<b>Approved by:</b> Liz Larner Date: 13/07/2017
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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> SDMO6060	<b>MODULE TITLE:</b> Strategic Decision Making in the Oil and Gas Industry
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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 assists students to develop their understanding of how organisations within the oil and gas industry enter into new markets and the factors they need to consider in doing so. Students are introduced to the key decision making factors they must consider when trying to achieve the above and either enter or exit a market, including competitive strategies that can be used to sustain and support growth.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled)	70%	<b>C1</b>	30%	<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 an insight into how to tackle market entry and exit through developing competitive strategies and taking decisions that support growth. This will include: considering and determining the changing dimensions of competitive advantage; challenging traditional strategic thinking: reorientation & reformulation of competitive strategies; making informed strategic decisions for the global marketplace specifically for the Oil and Gas Sector; and considering the type of strategic decisions required in the management of the portfolio and examining the types of investment decisions and control required.

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

1. Critically analyse potential market entry opportunities and make succinct decisions regarding direction.
2. Assess the current situation of the market and business with a view to market entry and/or exit.
3. Apply decision making process with regards to growth in the relevant oil and gas industry.
4. Evaluate the options available to a manager (challenging traditional thinking) in a competitive market and changes required to the portfolio in order to ensure sustainability and growth.

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<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):
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## **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

<b>Summary of Module Content</b>	
Challenges in strategy and new ways of thinking including implications for decision making; the competitive environment and competitive strategies; the importance of knowledge and learning; the learning organisation and the knowledge management system; innovation and innovative strategies; marketing and management strategies for a new strategic direction in the Oil and Gas Industry; collaborations and relationships – widening the market and organisation; financial techniques for evaluating performance; achieving sustainable competitive advantage.	

<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	Scheduled: Formal classroom sessions delivered through a combination of face-to-face contact or online through the use of a recorded video sessions and live webinars. Scheduled: This will also incorporate industry specialists through guest lectures
Seminars	20	Scheduled: Formal instruction supplemented by case studies, quizzes, group work, etc.
Guided independent study	120	Independent: video cases, case study, quizzes, articles, scenario planning games, simulation games, social media engagement, etc.
<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>
Written exam	E1	<b>Written Exam</b>	100%	A seen case study exam (2 hours), which requires students to provide a pre-prepared analysis on which to base their strategic development approach. To assess learning outcomes 3 & 4.
Coursework	C1	<b>Report</b>	100%	A prepared analysis (suggested 1,500 words) developed for a case study used in order to support the exam, to assess learning outcomes 1 and 2.

<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> EMSD6017	<b>MODULE TITLE:</b> Environmental Management for Sustainable Development
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<b>CREDITS:</b> 30	<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:**  
 This module is designed to identify the social and environmental factors associated with the development of oil and gas industries and the rising levels of consumption of these products. It critically examines the means of containing these factors to ensure that the future development of these industries is sustainable.

<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 aims to examine the origins of climate change and provide an understanding of the measures that can be both considered and utilised to combat climate change issues and encourage sustainability with regard to the product offerings of companies belonging to that of the energy sector. Students will be capable of identifying social and environmental factors, focusing in particular, on the rising levels of consumption.

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

1. Apply a critical analysis of the international economic, environmental, legal and social-political issues surrounding climate change and sustainability and developing countries' concerns.
2. Critically evaluate alternative means available to ensure the sustainable development of oil and gas industries.
3. Evaluate the actions by consumers and governments to strengthen measures for sustainable development of oil and gas industries.
4. Analyse the impact of sustainable strategies on the oil and gas industry
5. Reflect on personal development

<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**

*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 module content will include the following areas:

Introduction to climate change and sustainability; a history of humankind's use of energy; the Impact of a warmer world; sustainability; climate change and the global environment; unsustainable energy technologies; sustainable energy technologies, energy efficiencies; transport and air quality; environmental management in today's energy companies; environmental impact assessment; an analysis of a nation's energy supply; the exploitation of oil and gas and mineral resources for development; environmental issues related to oil and gas; sustainability and the energy-environment connection.

This module features formative assessments where students' knowledge is regularly tested with any of the following (or a combination of) quizzes, group activities, practice tests, and many more, all of which are aimed at assisting students to develop their knowledge and understanding of the subject matter. Students receive timely feedback on each of the formative assessments completed during 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>
Lectures	20	Scheduled: Formal classroom sessions which are delivered through a combination of face-to-face contact or online through the use of recorded video sessions and live webinars.
Tutorials	30	Scheduled: Formal instruction supplemented by case studies, quizzes, group work, etc.
Guided independent study	250	Independent: Reflective daily log, video cases, case study, quizzes, articles, scenario planning games, simulation games, social media engagement, etc.

<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>
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<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	C1	Report	90%	To comprise a written report on topical/national market/sector issues with a suggested word count of 4,000. This will assess all the learning outcomes (LO) of the module i.e. LO 1, 2, 3, and 4.
			<u>10%</u>	To comprise a verbal or video reflective log (5-15 minutes long) on students' personal development plans which addresses learning outcome 5 of the module.
			100%	LO5

<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> HESA6024	<b>MODULE TITLE:</b> Health and Safety
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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 considers the role of health and safety in the oil and gas sector. It examines current sector topics such as offshore locations, transportation to and from offshore installations, RIDDOR - reporting of incidents, and the importance of near miss incidents, monitoring of health and safety procedures, whilst considering relevant legal and ethical issues. This module provides a link to the NEBOSH professional diploma.

<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 aim of this module is to highlight health and safety issues within the oil and gas sector, especially in relation to employees, assets, and locations. The module also aims to develop an understanding of the ethical, legal and business implications of health and safety management for oil and gas firms. In addition, the module aims to highlight the role of the health and safety practitioner across the value chain in the oil and gas sector.

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

1. Explain the position and responsibilities of the health and safety practitioner.
2. Examine the reporting, recording and monitoring systems for effective management of health and safety in the oil and gas sector.
3. Analyse the legal, ethical and business case for health and safety management.
4. Evaluate health and safety issues regarding the oil and gas sector and related sector.

<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**

*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 evaluates health and safety management in relation to the oil and gas sector. It examines the following issues: an understanding of why there is a need for health and safety management in the sector; factors such as offshore locations, dangerous materials, and stress amongst others are discussed. Also considered is incident investigation using case studies from the oil and gas sector.

The need to monitor and measure health and safety performance is also looked at within the module. Hazard and risk identification and organisational issues such as culture are critically discussed. The importance of the role of employees at every level in an oil and gas firm from management, to the role of the health and safety officer to offshore workers is examined. The role of health and safety law, criminal and civil law will also be examined during 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>
Lectures	10	Scheduled: Formal classroom sessions which are delivered through a combination of face-to-face contact or online through the use of recorded video sessions and live webinars.
Seminars	20	Scheduled: Formal instruction supplemented by case studies, quizzes, group work, etc.
Guided independent study	120	Independent: Video cases, case study, quizzes, articles, scenario planning games, simulation games, social media engagement, etc.
<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	C1	<b>Report</b>	100%	A written report with a word count of 3,000 words. This will assess all the learning outcomes (LO) of the module i.e. LO 1, 2, 3, and 4.

<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> 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]**

Scheduled Activities	Hours	Comments/Additional Information
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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