

**Executive Master of Business Administration**

**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: MARM7089</b>	<b>MODULE TITLE: Markets and Marketing</b>
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<b>CREDITS: 20</b>	<b>FHEQ LEVEL: 7</b>	<b>JACS CODE: N500</b>
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<b>PRE-REQUISITES: None</b>	<b>CO-REQUISITES: None</b>	<b>COMPENSATABLE: Yes</b>
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**SHORT MODULE DESCRIPTOR:**

This module focuses on providing a critical evaluation of the factors driving business markets and consumer behaviour. Essentially, this module provides a bridge between markets, marketing, and managerial economics, thus enabling students to appreciate the economic underpinning of marketing management and business strategy. Students will critically evaluate market dynamics and regulations, whilst exploring the importance of consumer behaviour and social influences in framing strategic business policies.

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

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

**SUBJECT ASSESSMENT PANEL Group to which module should be linked: N/A**

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

**MODULE AIMS:**

This module aims to critically evaluate the links between markets, marketing and their associated economic underpinning, which are vital for understanding the dynamics of market interaction and the associated regulatory frameworks, along with their implications for managerial practice. Students will analyse complex business environments and identify the constraints that impinge upon the decision making process, from a strategic marketing perspective. The module aims to examine the importance of consumer behaviour and the significant role it plays in framing strategic business policies, thus enabling students to think creatively, especially within a team.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Evaluate the dynamics of market interaction and the regulatory frameworks that influence the environment in which a business operates.
2. Justify the constraints imposed by the economic, social and political contexts of decision making and their implication for business policy and the decision making of managers.
3. Critically assess the impact of social influence and consumer behaviour on effective marketing practice, along with an understanding of the associated ethical concerns.
4. Recommend ways by which a business can take advantage of opportunities within the marketplace.

**DATE OF APPROVAL: 13<sup>th</sup> June 2017**

**FACULTY/OFFICE: Academic Partnerships (AP)**

**DATE OF IMPLEMENTATION: February 2018**

**SCHOOL/PARTNER: GSM LONDON**

**DATE(S) OF APPROVED CHANGE:** N/A

**TERM:** 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.***

**ACADEMIC YEAR:** 2017/18

**NATIONAL COST CENTRE:** N/A

**MODULE LEADER:** Ann Marsden

**OTHER MODULE STAFF:** TBC

### **Summary of Module Content**

The module will typically cover a range of topical areas such as:

A review of the structure of business markets including perfect competition, monopoly, oligopoly, monopolistic competition; influences of supply and demand with evidence from markets; governmental monetary and fiscal policies and their impact on management decisions; consumer behaviour - economic, psychological and sociological insights, and their implications in decision-making; environmental analysis and the elements of a strategic marketing plan; regulatory frameworks and their interaction with marketing practices. Throughout the module, both ethical and sustainable business and marketing practices are considered.

This module applies the principles of strengths-based learning in engaging students to optimise their strengths and skills.

### **Recommended Reading**

*Essential reading:*

- Solomon, M. B., & Askegaard, G. (2016). S. and Hogg, MK *Consumer Behaviour A European Perspective*.
- Harford, T. (2012). *The Undercover Economist: Exposing Why the Rich Are Rich, the Poor Are Poor - And Why You Can Never Buy a Decent Used Car*. New York: Oxford University Press.
- Kotler, P. and Keller, K. (2009). *Marketing management*. 1st ed. Upper Saddle River, N.J.: Pearson Prentice Hall.

*Journals:*

- Journal of Consumer Marketing
- European Journal of Marketing
- Journal of Marketing Research
- Journal of Economic Perspectives
- Journal of International Economics
- Journal of Risk and Uncertainty

*Additional texts:*

*Websites:*

- www.economist.com
- www.gov.uk/government/statistics/announcements
- www.moneyweek.com
- www.bloomberg.com/europe
- www.emarketer.com
- www.marketingweek.com
- ww.kickstarter.com
- www.spacehive.com

*Articles and textbooks:*

- Richardson, N. et al (2015) *Consumer-Centric Marketing: Supporting sustainability in the Digital Age*.
- Baye, M., Prince, J. (2014) *Managerial economics and business strategy*. 8<sup>th</sup> edn. London. McGraw Hill.

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	20	Scheduled: a combination of flipped classroom and formal scheduled lecture sessions. The lecture sessions will either be through face-to-face contact or online, through the use of recorded video sessions and live webinars. These could also include lectures by guest speakers from the industry or a regulatory body.
Practical classes and workshops	20	Scheduled: varying activities regarding the application of relevant theories covered in the lectures. These will include a combination of any of the following: <ul style="list-style-type: none"> <li>• Live case study analysis/evaluation</li> <li>• Scenario planning</li> <li>• Virtual simulations</li> <li>• Team projects</li> <li>• Discursive debates.</li> </ul>
Guided Independent Study	160	Independent: this will take the form of varying activities, which could involve study teams, the review of an article, case evaluation, MOOC courses with relevant certification, building networks via social media; and online discussions via VLE.
<b>Total</b>	<b>200</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	80%	A written report that addresses LOs 1, 2, and 3, with an indicative word limit of 2,800 words.
		Oral assessment and presentation	<u>20%</u>	A recorded presentation that addresses LO4. With an indicative length of 20 minutes.
			100%	

**Updated by:**

Dr Naushaba Singh

Date: 14/07/2017

**Approved by:**

Liz Larner

Date: 31/04/2017

**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> LOTR7091	<b>MODULE TITLE:</b> Leadership and Organisational Transformation
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 7	<b>JACS CODE:</b> N990
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:**

The module contextualises the challenges involved in leading organisational transformation. It explores the challenges of implementing change, the interdependencies between the cultural and structural aspects of an organisation, approaches to leading and engaging people within a broad framework of ethical and sustainable leadership.

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

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

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

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

**MODULE AIMS:**

The module aims to enable learners to reflect critically on the relationship between successful leadership and the effective management of organisational transformation. It also aims to provide a holistic understanding of the contributions of appropriate organisational culture and design in the planning and implementation of successful change.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Critically examine the evolution of leadership thought and principles with a view to identifying the most effective approaches to leadership in the current corporate climate.
2. Demonstrate a critical understanding of the wider theoretical and historical context within which organisations operate and the pressures and options they face for change.
3. Articulate the influences of organisational relationships, culture and structure on the planning and implementation of sustainable organisational transformation.
4. Apply the theoretical frameworks to leading the practical application of implementing change in own work organisation

<b>DATE OF APPROVAL:</b> 13 <sup>th</sup> June 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> February 2018	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<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.***

**ACADEMIC YEAR:** 2017/18

**NATIONAL COST CENTRE:** N/A

**MODULE LEADER:** Dr Naushaba Singh

**OTHER MODULE STAFF:** TBC

### **Summary of Module Content**

The module focuses on the essentials of leadership and organisational transformation against the backdrop of unprecedented change in the political landscape of many developed countries, forcing unplanned change onto corporations across the globe. The module will equip learners with a robust understanding of the evolution and development of leadership and change management theories. Learners will be able to critique the theories against the realities in their own organisations and assess realistically the influences of theory on practice. In doing so, learners will explore the concepts of approaches to leadership, the appropriateness of different styles to different scenarios, the impact of global politics on corporate strategy and change, the interdependencies of culture and structure and leadership in successfully implementing sustainable change.

The teaching and learning will be informed by considering real scenarios from across countries and organisations against the aforementioned established theories. Cross cultural comparisons will also test their relevance and effectiveness.

### **Recommended Reading**

#### *Core Texts:*

- Schein, E.H. and Schein, P. (2017) *Organizational Culture and Leadership* (The Jossey-Bass Business and Management Series) 5<sup>th</sup> ed. New Jersey: John Wiley & Sons, Inc.
- Storey, J. (ed) (2016) *Leadership in Organizations: Current Issues and Key Trends* 3<sup>rd</sup> ed. London: Routledge
- Hodges, J. (2016) *Managing and Leading People Through Organizational Change: The theory and practice of sustaining change through people*. London: Kogan Page
- Stanford, N. (2014) *Organization Design – Engaging with Change* 2<sup>nd</sup> ed. Oxon: Routledge
- Pullan, P and Archer, J (2013) *'Business Analysis and Leadership: Influencing Change'*, Kogan Page

#### *Additional Texts*

- Wiggins, L. and Hunter, H. (2016) *Relational Change: The Art and Practice of Changing Organizations*. Bloomsbury
- Kotter, J.P. and Cohen, D.S. (2012) *Real-Life Stories of how People Change their Organizations*. USA: John P. Kotter and Deloitte Consulting LLC.

#### *Journals:*

- The leadership and Organisation Development Journal
- Journal of Leadership Studies
- Journal of Business and Management
- Journal of Organizational Change Management

- British Journal of Management
- European Journal of Work and Organizational Psychology
- The Leadership Quarterly
- Harvard Business Review

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

Scheduled Activities	Hours	Comments/Additional Information
Practical classes and workshops	40	Workshops involve the development and practical application of skills. Sessions will incorporate elements of teaching or guided learning, and are more likely to take place in person but may also be conducted remotely.
Guided Independent Study	160	Guided independent reading, research, preparation for sessions, webinars and use of online learning resources and preparation of assessment.
<b>Total</b>	<b>200</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_	<b>Written assignment</b>	30%	An essay that selects two leaders and critically analyses their leadership styles and constructs an argument on the effectiveness of each. (LO1) 1,200 words
		<b>Report</b>	<u>70%</u>	A report focusing on recent changes within an organisation and will focus on reasons for change, leadership approach, limitations, outcomes and recommended way forward. (LOs 2,3 and 4) This can either relate to the learner's own organisation or to any other organisation that has undergone organisational transformation over the past three years 2,800 words
			100%	

**Updated by:**

Dr Naushaba Singh

Date: 14/07/2017

**Approved by:**

Liz Larner

Date: 31/04/2017

**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> C EGL7082	<b>MODULE TITLE:</b> 21st Century Globalisation
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 7	<b>JACS CODE:</b> N990
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:**

In an increasingly globalised marketplace, many businesses must be able to identify and develop successful strategies to pursue international opportunities. This module covers the key elements of today's globalisation and addresses the strategies and tactics for identifying, assessing, and pursuing strategies for international expansion. It discusses the ethics and sustainability of those initiatives and how businesses can ensure their success. This module also offers opportunities for networking along with collaborative learning.

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

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

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

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

**MODULE AIMS:**

This module aims to provide a critical understanding of the key elements and debates related to globalisation, as well as an ability to identify, critically examine, and pursue strategies for achieving international business growth. Students will acquire an understanding of an array of strategies for entering foreign markets, their related ethical considerations, and the implications of doing so. This module also aims to offer opportunities for networking and collaboration across programme streams.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Appraise the fundamental factors driving globalisation.
2. Critically evaluate the strategies for entering into and succeeding with new or foreign markets.
3. Create a strategic proposal for the expansion of a business.
4. Critically assess both the ethical and sustainable implications of globalisation.

<b>DATE OF APPROVAL:</b> 13 <sup>th</sup> June 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> June 2017	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>TERM:</b> Autumn/Spring/Summer

Additional notes (for office use only):

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

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**ACADEMIC YEAR:** 2017/18

**NATIONAL COST CENTRE:** N/A

**MODULE LEADER:** Babawande Sheba

**OTHER MODULE STAFF:** TBC

### **Summary of Module Content**

This module will cover the topic of globalisation in the 21<sup>st</sup> century and will examine how organisations can identify and evaluate opportunities for and modes of international expansion. It will discuss the impact that globalisation has had on markets, economies, and production. It will focus on the impact of culture and the importance of communication, as well as ethics, sustainability, and corporate social responsibility. It will evaluate the economic development of nations and how this is measured, the obstacles that can obstruct this growth, and what organisations can do to overcome these obstacles. In addition, the risks associated with expansion will be evaluated, with a focus on current affairs such as Britain's decision to leave the EU termed 'BREXIT'. The module will investigate how businesses can assess international opportunities and develop strategies for entering and succeeding within foreign markets.

Where appropriate, tutorials will be delivered within the streams that students are undertaking and the tutorial content will be adapted to the stream. For instance:

**The Digital Innovation stream** will cover areas such as innovation diffusion; the practices of leveraging crowds for innovation; the role of digital in creating global shopfloors, and critical perspectives of the resulting social and economic impact.

**The Oil and Gas stream** will cover areas such as new discoveries in arctic exploration, sustainability issues, global business-to-business (B2B) supply chains, and the integration of businesses.

**The Islamic Finance stream** will cover areas such as the role of Islamic banking in a globalised world and the challenges and opportunities that it brings.

**The Energy and Sustainability stream** will cover areas such as renewables, climate change agreements, arctic exploration, sustainability issues, global business-to-business (B2B) supply chains, and the integration of businesses.

This module applies the principles of strengths-based learning in engaging students to optimise their strengths and skills.

### **Recommended Reading**

*Essential reading:*

- Cavusgil, S., Knight, G. and Riesenberger, J. (2017). *International business: The New Realities*. 4th ed. Harlow, England: Pearson Education Limited.
- Nicholas, J, M and Steyn, H (2016) '*Project Management for Engineering, Business and Technology*', Routledge
- Wild, J. and Wild, K. (2015) *International Business: The Challenges of Globalization*. 8<sup>th</sup> ed. Harlow, England. Pearson Education Limited
- Contemporary Strategy Analysis by Robert Grant (2010, 7th edition, Blackwell Business).

*Journals:*

- Journal of International Business
- Journal of Globalisation and Development

*Additional texts:*

- Coursera (a Massive Open Online Learning platform) - <https://www.coursera.org/>
- Financial Times Markets - <https://www.ft.com/markets/>
- Bloomberg News - <http://www.bloomberg.com/europe>

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	15	Scheduled: a combination of flipped classroom and formal scheduled lecture sessions. The lecture sessions will either be through face-to-face contact or online, through the use of recorded video sessions and live webinars.
Practical classes and workshops	20	Scheduled: varying activities regarding the application of relevant theories covered in the lectures. These will include a combination of any of the following: <ul style="list-style-type: none"><li>• Live case study analysis/evaluation</li><li>• Scenario planning and simulations</li><li>• Team projects</li><li>• Discursive debates.</li></ul>
Demonstrations	5	Scheduled: a demonstration of global business expansion.
Guided Independent Study	160	Independent: this will take the form of varying activities, which could involve study teams, the review of an article, case evaluation, MOOC courses with relevant certification, building networks via social media; and online discussions via VLE.
<b>Total</b>	<b>200</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_	Written assignment	70%	<b>Market entry briefing paper</b> A market entry briefing paper that addresses all of the learning outcomes ie.1, 2, 3, and 4, with an indicative word limit of 2,800 words.
		Oral assessment and presentation	<u>30%</u>	<b>Market entry proposal</b> A market entry proposal in the form of a recorded presentation that presents a proposed strategy for business expansion. 20 minutes. LO 3
			100%	

**Updated by:**

Dr Naushaba Singh

Date: 14/07/2017

**Approved by:**

Liz Larner

Date: 31/04/2017

**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> HUFA7078	<b>MODULE TITLE:</b> Human Factor
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 7	<b>JACS CODE:</b> N600
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:**

Arguably, people are the most important and expensive resource within an organisation. This module provides the knowledge and expertise needed by senior managers to build human resource capacity and manage effective people performance within organisations. The module will enable students to develop a critical understanding of people resourcing and talent management practices. Students will consider the links between business strategy and the growth of human capital to achieve competitive advantage.

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

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			

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

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

**MODULE AIMS:**

This module aims to enable students to develop a critical understanding of people management, employee resourcing and talent management practices within an organisation. The module considers the impact of globalisation on human resource management within business and the challenges faced by professional managers. The module aims to examine the ways in which successful organisations identify, develop and manage their people resource to ensure business sustainability and competitive advantage. Students will examine the importance of industry-related employee engagement strategies, which are necessary when maximising employee confidence and competence.

**ASSESSED LEARNING OUTCOMES:**

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

1. Evaluate how organisational and HR strategies are shaped and developed, in response to internal and external factors.
2. Critically analyse the importance of both short and long-term talent planning and succession planning, with a view to building long-term organisational performance and employee retention.
3. Evaluate the ways in which HR and employee engagement strategies contribute to the formulation of an organisation's key performance indicators.
4. Plan people and talent management policies and practices which operate lawfully, effectively, efficiently and ethically within an organisation.

<b>DATE OF APPROVAL:</b> 13 <sup>th</sup> June 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> February 2018	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<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> 2017/18	<b>NATIONAL COST CENTRE:</b> N/A
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<b>MODULE LEADER:</b> Purnima Mehta	<b>OTHER MODULE STAFF:</b> TBC
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### **Summary of Module Content**

The module will typically cover a range of topical areas such as:

The global context of human resource management (HRM); understanding HRM strategy and its alignment with business strategies; the importance of identifying effective employee talent and people resourcing as part of the business strategy; defining and evaluating HR strategies – cost/benefit analysis; measuring and managing talent within the business; HR strategy; people resource planning and succession management – challenges relating to the internal and external environment; crafting a culture of creativity and innovation in organisations; managing people performance and building a competitive organisation; reward strategies; employee retention and engagement; the importance of legal and ethical HR practices.

This module applies the principles of strengths-based learning in engaging students to optimise their strengths and skills.

### **Recommended Reading**

*Essential reading:*

- Paauwe, J and Farndale, E (2017) 'Strategy, HRM and Performance: A Contextual Approach', OUP
- Paauwe, J., Guest, D. and Wright, P. (2013). HRM and performance: Achievements and Challenges. Chichester, West Sussex, UK: John Wiley & Sons.
- Redmon, K. W, Mawhinney, C.T & Johnson, M.C. (2001). Handbook of Organizational Performance: Behavioural Analyses and Management, The Hawthorne Place Inc. New York

*Journals:*

- The International Journal of Human Resource Management
- Journal of Human Resource Management
- Global Journal of Human Resource Management
- Journal of Organisational Behaviour

*Additional Texts:*

*Articles and Textbooks:*

- Kim, W, C and Mauborgne, R (2015) '*Blue Ocean Strategy*', Harvard Business Review Press
- Bowen, D. E., & Ostroff, C. (2004). Understanding HRM–firm performance linkages: The role of the “strength” of the HRM system. *Academy of management review*, 29(2), 203-221.
- Tremblay, M., Cloutier, J., Simard, G., Chênevert, D. and Vandenberghe, C. (2010). The role of HRM practices, procedural justice, organizational support and trust in organizational commitment and in-role and extra-role performance. *The International Journal of Human Resource Management*, 21(3), pp.405-433.
- Boselie, P., Dietz, G. and Boon, C. (2005). Commonalities and contradictions in HRM and performance research. *Human Resource Management Journal*, 15(3), pp.67-94.
- Snape, E., & Redman, T. (2010). HRM practices, organizational citizenship behaviour, and performance: A multilevel analysis. *Journal of Management Studies*, 47(7), 1219-1247.

*Websites:*

- [www.shrm.org](http://www.shrm.org)
- [www.hrmonline.com](http://www.hrmonline.com)
- <http://www.cipd.co.uk>

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	20	Scheduled: formal classroom sessions which will be delivered either through a combination of face-to-face contact or online, through the use of recorded video sessions and live webinars.
Seminar	20	Scheduled: two-hour topic-based seminars to underpin the knowledge required for the online workshops. Formal instruction with activities which will include: case studies, scenario planning, group discussions, discursive debates, etc.
Online discussion-based workshop	10	One-hour online discussion-based (peer led) webinar, providing feedback on allocated peer research topics. Students will prepare for the workshops by researching allocated topics and will present them to their fellow students in a webinar. This will be formatively assessed online.
Guided Independent Study	150	Structured pre and post-seminar research and reading activities that formulate the basis of the practice-based workshops. Students can also engage in MOOC courses through platforms such as Udemy and Coursera.
<b>Total</b>	<b>200</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> Include links to learning objectives
Coursework	C_	<b>Written assignment</b>	70%	A written assignment that addresses all learning outcomes (LO) of the module i.e. LOs 1, 2, 3, and

		<b>t</b>		4. This is expected to be in the form of a written report with an indicative word limit of 2,800 words.
		<b>Report</b>	<u>30%</u>	A policy document which addresses LO4.
			100%	Indicative word limit of 1,200 words.

**Updated by:**

Dr Naushaba Singh

Date: 14/07/2017

**Approved by:**

Liz Larner

Date: 31/04/2017

**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> AFMA7074	<b>MODULE TITLE:</b> Accounting and Financial Management
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 7	<b>JACS CODE:</b> N390
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:**

This module provides students with a comprehensive insight into the intricacies of accounting and financial management, including those relevant financial theories and their relationship with businesses. Students will learn the tools used in analysing financial statements and the strategies used by senior management to appraise investment opportunities. The module is applicable to a wide range of businesses, from small start-ups and social enterprises to large corporations.

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

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

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

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

**MODULE AIMS:**

This module aims to critically examine the key concepts and techniques in accounting and finance. Students will explore, analyse and evaluate the tasks and methods of identifying and resolving financial issues at a managerial level and in particular the strategies used by senior management to appraise investment opportunities. The module is applicable to a wide range of businesses, from small start-ups to large corporations.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Critically evaluate the financial objectives of a business and the role of financial decision making in achieving these objectives.
2. Deconstruct and reconstruct the role of principal financial statements in driving management decisions and associated ethical issues.
3. Assess different methods of measuring the financial performance of businesses and exercise financial controls over operational and financial decisions.
4. Critically evaluate the role of management in financial planning and investment appraisal.

<b>DATE OF APPROVAL:</b> 13 <sup>th</sup> June 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> February 2018	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<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.***

**ACADEMIC YEAR:** 2017/18

**NATIONAL COST CENTRE:** N/A

**MODULE LEADER:** Roy Ringham

**OTHER MODULE STAFF:** Seun Oluwayi

### **Summary of Module Content**

The module will typically cover a range of topical areas such as: the role of financial markets as an intermediary between lenders and borrowers; the instruments that are traded and how they can be valued in terms of their expected cash flows; the accounting equation, including an introduction to financial accounting and management accounting & finance; the preparation and presentation of business financial statements, profit and loss accounts (statement of comprehensive income – SOCI); the balance sheet (statement of financial position – SoFP); an interpretation of financial statements (ratio analysis); the capital structure of a firm and WACC; bond valuations and yields; the budgeting process and the approaches to constructing a cash budget; capital investment decision making and appraisal methods including PP, ARR, NPV and IRR.

This module applies the principles of strengths-based learning in engaging students to optimise their strengths and skills.

### **Recommended Reading**

#### *Essential reading:*

- Weetman, P., (2016). *Financial and Management Accounting: an Introduction*. 7<sup>th</sup> edition. Pearson Education.
- Tennent, J. (2014). *The Economist Guide to Financial Management*. New York: Public Affairs.
- Penman, S. (2012). *Financial statement analysis and security valuation*. 5th ed. Boston, Mass.: McGraw-Hill/Irwin.
- Arnold, G. (2008). *Corporate financial management*. Harlow, England: Pearson Education.
- Atrill, P. (2006). *Financial Management for Decision Makers*. Harlow, England: FT Prentice Hall.
- Weetman, P., (2006). *Financial and Management Accounting: an Introduction*. Pearson Education.

#### *Journals:*

- *Financial Management* (Wiley)
- *Journal of Financial Management & Accounting*.

#### *Additional texts:*

#### *Articles and Textbooks:*

- Palepu, K., Healy, P. and Peek, E. (2013). *Business analysis & valuation*. 3rd ed. Mason, OH: Thomson/South-Western. (Cengage Learning, ISBN Number 978-1-4080-5642-4)

- Berk, J, and De Marzo, P., (2013). Corporate Finance, 3rd Edition, Global Edition, Pearson.

*Websites:*

- www.fm-magazine.com
- www.icaew.com

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Seminars	10	Scheduled: seminar sessions are delivered through a combination of both face-to-face contact and online, through the use of recorded video sessions and live webinars.
Practical classes and workshops	20	Scheduled: flipped classroom activities, which will include: case studies, group discussions of key issues, designing risk management models for Islamic institutions, and invited speakers from industry. Formative assessment will be included in practical classes and workshops.
Demonstrations	10	Scheduled: using financial tools such as the Bloomberg Terminal or the FT Portfolio.
Guided Independent Study	160	Independent: this will take the form of varying activities, which could involve study teams, the review of financial instruments, group case analysis, and MOOC courses with relevant certification.
<b>Total</b>	<b>200</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>	70%	A financial analysis portfolio that addresses Learning Outcomes (LOs) 1, 2, and 3 of the module. Students will complete a number of financial tasks collected in portfolio format and assessing specific skills. This will be expected to have a word limit of 2,800.
		<b>Essay</b>	30%	A written essay that addresses LO4, with an indicative word limit of 1,200.
			100%	

<b>Updated by:</b> Dr Naushaba Singh	Date: 14/07/2017	<b>Approved by:</b> Liz Larner	Date: 31/04/2017
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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> EBTE7075	<b>MODULE TITLE:</b> Emerging Business and Technologies
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 7	<b>JACS CODE:</b> N900
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:**

To develop and maintain elusive competitive advantage in an increasingly fragmented and disrupted market, organisations must rapidly respond to change as a constant. Drawing heavily on industry literature as well as current academic theory, this module provides students with an in-depth knowledge of emerging business and technological issues and trends within today's environment. Students will gain a practical ability to identify and critically evaluate these emerging themes within their respective sector and understand their implications on business.

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

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

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

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

**MODULE AIMS:**

This module aims to provide a critical understanding of the emerging themes within business and an ability to identify, critically evaluate, and assess their impact. Students will gain an understanding and practical use of the methods appropriate for these purposes. The module aims to ensure that students are equipped with the ability to evaluate current organisational practices and generate innovative responses for coping with change.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Evaluate emerging trends within industry that are driving competitive organisational strategies.
2. Critically assess the value of an emerging technology (or technologies) that has the potential to address a prevalent sectoral business issue.
3. Propose an innovative solution for addressing an existing organisational or sectoral issue, through the introduction of an emerging business or technology, such that the proposal is suitable for an audience at Board level.
4. Critically reflect on the application of personal strengths to generate innovative responses to emerging themes.

<b>DATE OF APPROVAL:</b> 13 <sup>th</sup> June 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> February 2018	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<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.*

**ACADEMIC YEAR:** 2017/18

**NATIONAL COST CENTRE:** N/A

**MODULE LEADER:** Joshua Olabayo

**OTHER MODULE STAFF:** TBC

### **Summary of Module Content**

This module will examine emerging trends in business and how organisations can plan for, evaluate, and develop strategies to deal with disruption. It will focus on the tools required for the evaluation of trends, strategy development, and change management. It will also examine current emerging trends in businesses and will include topics such as the connection economy, Internet of things, customer engagement among millennials, managing remote workers and new organisational structures, the role of creativity and innovation in modern business, business intelligence and big data, personal customer connection in the digital age, location based advertising, and predictive and emotional analytics.

Where appropriate, tutorials will be delivered within the streams that students are undertaking and the tutorial content will be adapted to the stream. For instance:

**The Digital Innovation stream** will cover topics such as the opportunities and risks posed by business intelligence and 'Big data'; the role of tech-hubs and start-up incubators in driving entrepreneurial activity, and the relationships between digital disruption and innovative business practice.

**The Oil and Gas stream** will cover topics such as the increasing focus on renewable energy and biofuels and the opportunities and threats that these pose for the industry; the global crude slump of 2015, its impact and international responses; climate change and the challenges and responses of the oil and gas industry within an increasingly carbon constrained business environment.

**The Islamic Finance stream** will cover topics such as the demand for product innovation within Sharia-compliant investment, the picture of global demand growth, and the implications of the Bank Recovery and Resolution Directive.

This module applies the principles of strengths-based learning in engaging students to optimise their strengths and skills.

### **Recommended Reading**

*Essential reading:*

- Jallouli, R, Zaiane, O, R, Tonji, A, B, Tabbane, R, S, Nijholt, A (2017) '*Digital Economy. Emerging Technologies and Business Innovation: Second International Conference*', Springer International Publishing
- Johnson, G. et al. (2015) *Exploring Strategy*. 10th ed. Harlow, England: Pearson

Education Limited

- Burnes, B., (2014) *Managing Change*. 6<sup>th</sup> ed. Harlow, England: Pearson Education Limited

*Journals:*

- Technology in Society - An International Journal
- Journal of Information Technology
- Journal of Emerging Technologies and Innovative Research
- International Journal of Business and Emerging Markets

*Additional texts:*

- Coursera (a Massive Open Online Learning platform) - <https://www.coursera.org/>
- Financial Times Emerging Markets - <https://www.ft.com/markets/emerging-markets>
- Bloomberg News - <http://www.bloomberg.com/europe>
- BBC Technology News - <http://www.bbc.co.uk/news/technology>

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

Scheduled Activities	Hours	Comments/Additional Information
Lectures	10	Scheduled: a combination of both flipped classroom and formal scheduled lecture sessions. The lecture sessions will either be through face-to-face contact or online, through the use of recorded video sessions and live webinars.
Practical classes and workshops	20	Scheduled: varying activities regarding the application of relevant theories covered in lectures and focusing on streams. This will include a combination of any of the following: <ul style="list-style-type: none"> <li>• Live case study analysis/evaluation</li> <li>• Scenario planning and simulations</li> <li>• Team projects</li> <li>• Discursive debates.</li> </ul>
Demonstrations	4	Scheduled: a demonstration of an emerging business or technology.
External visits	6	Scheduled: an external visit to an organisation or facility where an emerging business or technology is currently active or being utilised.
Guided Independent Study	160	Independent: this will take the form of varying activities, which could involve study teams, the review of an article, case evaluation, MOOC courses with relevant certification, building networks via social media; and online discussions via VLE.
<b>Total</b>	<b>200</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_	Oral assessment and presentation	70%	A recorded pitch on an emerging business and/or technology, along with supporting artefacts/documents, that addresses Learning Outcomes 1, 2, and 3, with an indicative timeframe of 20 minutes, students will apply the strengths based model when selecting a delivery mode.

		<b>Report</b>	<u>30%</u>  100%	A personal reflective log to address Learning Outcome 4, with an indicative word count of 1,200.
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**Updated by:**

Dr Naushaba Singh

Date: 14/07/2017

**Approved by:**

Liz Larner

Date: 31/04/2017

**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> ENCR7085	<b>MODULE TITLE:</b> Enterprise Creation
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 7	<b>JACS CODE:</b> N990
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
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**SHORT MODULE DESCRIPTOR:**

This module focuses on the process of developing new business ventures. Students will have the opportunity of developing an initial idea or concept development through to the market testing and validation. Students will then explore the creation of an appropriate business model as the basis for launching the venture and attracting investors, partners, and other key stakeholders. The emphasis will be on developing a viable and investment-ready new venture which can be launched into the marketplace in the near future, and which is based on sound principles and appropriate academic underpinning.

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

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

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

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

**MODULE AIMS:**

This module aims to equip students with the knowledge, know-how and capability to develop and launch new business ventures which are 'investment-ready', and which are based on sound research, effective business modelling, and an appreciation of strategic market imperatives and investor requirements. The emphasis throughout is on building entrepreneurial mind-set and capability and on turning good ideas into innovative and viable businesses.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Critically evaluate a range of approaches to New Venture Creation and select a specific approach for implementation in a real business setting.
2. Assess business ideas and opportunities from the perspectives of market potential and innovativeness, taking into account associated ethical issues.
3. Create an appropriate business model as the basis for developing and launching a new business venture.
4. Present a pitch based on the chosen business model and appropriate principles of new venture financing.

<b>DATE OF APPROVAL:</b> 13 <sup>th</sup> June 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> February 2018	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<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.***

**ACADEMIC YEAR:** 2017/18

**NATIONAL COST CENTRE:** N/A

**MODULE LEADER:** Paul Moran

**OTHER MODULE STAFF:** TBC

### **Summary of Module Content**

The module will explore the current knowledge base of New Business Ventures based on the relevant academic and technical literature and will facilitate the application of key concepts, models and tools to the generation, development and launch of an innovative new business venture. Among the topics covered will be: entrepreneurial mind-set, idea generation / opportunity identification, idea validation, business modelling, innovation strategies, new venture financing, pitching to investors, launch and strategic development, business survival and growth.

This module applies the principles of strengths-based learning in engaging learners to optimise their strengths and skills.

### **Recommended Reading**

#### *Essential reading:*

- Ramaswamy, V and Ozcan, K. (2014) *The Co-creation Paradigm*. Stanford University Press
- Clarysse, B., Kiefer, S. (2011). *The Smart Entrepreneur*. Chicago: Elliott & Thompson.
- Baumol, W. (2010). *The Microtheory of innovative entrepreneurship*. 1st ed. Princeton: Princeton University Press.
- Baron, Robert A. (2006) 'Opportunity Recognition as Pattern Recognition: How Entrepreneurs "Connect the Dots" to Identify New Business Opportunities' *Academy of Management Perspectives* 20/1 Feb
- Osterwalder, Alexander and Pigneur, Yves (2010) 'Business Model Generation' Wiley
- Bhide, Amar V. (2000). *The Origin and Evolution of New Businesses*. Oxford University Press
- Gartner, W., Mitchell, T. and Vesper, K. (1989). A taxonomy of new business ventures. *Journal of Business Venturing*, 4(3), pp.169-186.
- Lorenzoni, G., Ornati, O. A. (1988) 'Constellations of firms and new ventures' *Journal of Business Venturing* 3(1)

#### *Journals:*

- Journal of Small business and Enterprise Development
- Journal of Enterprise Information Management
- International Journal of Management and Enterprise Development

#### *Additional texts:*

*Articles and textbooks:*

- Bragg, A., Bragg, M. (2005) 'Developing New Business Ideas' Prentice Hall
- Drucker, P (2012) 'Innovation and Entrepreneurship', Taylor & Francis
- Kim, W.C., Mauborgne, R. (2005) 'Blue Ocean Strategy' Harvard Business School Publishing
- Stevenson, HH (1998) 'New Business Ventures and the Entrepreneur' McGraw Hill
- Timmons, Jeffrey A. and Spinelli, Stephen (2009) 'New Venture Creation in the 21<sup>st</sup> Century' McGraw Hill
- Wickham, P. A. (2006) 'Strategic Entrepreneurship' Pearson. Ch. 8 – The Entrepreneurial Process and New Venture Creation

*Websites:*

- www.economist.com
- www.moneyweek.com
- www.bloomberg.com/europe
- www.emarketer.com
- www.marketingweek.com
- www.kickstarter.com
- www.spacehive.com

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

Scheduled Activities	Hours	Comments/Additional Information
Practical classes and workshops	30	Scheduled: Varying activities regarding the application of relevant theories covered in the lectures. This may include a combination of any of the following: <ul style="list-style-type: none"> <li>● Live case study analysis/evaluation</li> <li>● Scenario planning and virtual simulations</li> <li>● Team projects</li> <li>● Discursive debates</li> <li>● Syndicates</li> </ul> Students will be encouraged to maintain a reflective journal which can contribute to summative assessments.
External visits	10	Scheduled: Pro-bono engagement with the Formation Zone
Guided Independent Study	160	Students will be expected to pursue (or support) the development of a specific new business venture including consulting relevant literature and materials, conducting market research and viability testing, identifying and contacting key stakeholders, preparing a launch and implementation plan, and producing documentation relevant to publicising the venture. MOOC courses with relevant certification, building networks via social media; and online discussions via VLE.
<b>Total</b>	<b>200</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_	Portfolio	70%	A portfolio that demonstrates the process of

				<p>creating a new business venture from scratch. The portfolio should contain diverse evidence of the NBV process covering all stages of development and including a completed Business Model Canvas. This should address learning outcomes (LO) 1, 2, and 3 of the module with an indicative word limit of 2,800 words.</p> <p>A recorded presentation that takes the form of a 'business pitch' which aims to summarise concisely the NBV proposition, how it will be implemented, and the required investment to enable it to launch and achieve viability. This should address LO 4 of the module with an indicative time of 20 minutes.</p>
		<b>Oral assessment and presentation</b>	<u>30%</u>	
			100%	

**Updated by:**

Dr Naushaba Singh

Date: 14/07/2017

**Approved by:**

Liz Larner

Date: 31/04/2017

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

**MODULE CODE:** ESGI7086

**MODULE TITLE:** Environmental, Social, and Governance Issues

**CREDITS:** 20

**FHEQ LEVEL:** 7

**JACS CODE:** N990

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:**

This module examines the changing nature of the relationship between corporations and their stakeholders. Students will learn about how business ethics and environmental, social and corporate governance issues have developed over time, including action taken by governments, society, and businesses to address these issues. Key aspects of this module include a focus on corporate governance codes, the challenges posed by corporate social responsibility and sustainability issues, reporting mechanisms, and their links with business strategy.

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

WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
E1 (Formally scheduled)		C1	100%	P1	
E2 (OSCE)		C2		P3	
T1 (in-class test)		A1			

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

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

**MODULE AIMS:**

This module aims to critically examine both historic and recent developments in the theory and practice of corporate governance and social responsibility. The module aims to adopt an international perspective by evaluating and comparing the main corporate governance systems across the globe, as well as engaging in discussion of business ethics, corporate social responsibility, sustainability, their implementation within business decision making, reporting mechanisms, and their impact on the wider business strategy.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Appraise the current state of corporate governance and social responsibility practices within an international context.
2. Critically evaluate the interaction between, and effectiveness of, corporate governance and social responsibility mechanisms, business strategies, and management decisions.
3. Evaluate how globalisation impacts on contemporary corporate governance and social responsibility reporting.
4. Create and articulate possible solutions to ethical issues that may arise in various environmental, social, and corporate governance environments.

**DATE OF APPROVAL:** 13<sup>th</sup> June 2017

**FACULTY/OFFICE:** Academic

	Partnerships (AP)
<b>DATE OF IMPLEMENTATION: February 2018</b>	<b>SCHOOL/PARTNER: GSM LONDON</b>
<b>DATE(S) OF APPROVED CHANGE: N/A</b>	<b>TERM: Autumn/Spring/Summer</b>

Additional notes (for office use only):

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

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

<b>ACADEMIC YEAR: 2017/18</b>	<b>NATIONAL COST CENTRE: N/A</b>
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<b>MODULE LEADER: Babawande Sheba</b>	<b>OTHER MODULE STAFF: TBC</b>
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### **Summary of Module Content**

The module will typically cover a range of topical areas such as:

The defining of corporate governance, corporate social responsibility (CSR) and key theoretical models; corporate control across the world – control versus ownership rights; taxonomies of corporate governance systems; corporate governance regulation in an international context; corporate governance in emerging markets; behavioural biases and corporate governance; business ethics; CSR and socially responsible investment; theoretical trends in CSR thinking (focusing on themes/concepts such as ethics and the social obligation of businesses, enlightened self-interest, the corporate social performance model, the stakeholder approach and strategic management); CSR stances (e.g. laissez-faire, enlightened self-interest, forums for stakeholder action, shapers for society); links between strategy and CSR; triple bottom line; corporate shared value; the implementation of socially responsible and sustainable programmes and initiatives; reporting mechanisms and standards: principles of reporting; ISO standards; reporting bodies such as the Global Reporting Initiative, Accountability, FTSE4Good, and the Dow Jones Sustainability Indexes.

This module applies the principles of strengths-based learning in engaging students to optimise their strengths and skills.

### **Recommended Reading:**

*Essential reading:*

- Jaegersberg, G and Ure, J (2017) *'Renewable Energy Clusters: Recurring Barriers to Cluster Development in Eleven Countries (Innovation, Technology, and Knowledge Management)'* Springer International Publishing
  - Idowu, S. O. (Ed.). (2015). *Key initiatives in corporate social responsibility: global dimension of CSR in corporate entities*. Springer.
  - Mason, C., & Simmons, J. (2014). *Embedding Corporate Social Responsibility in Corporate Governance: A Stakeholder Systems Approach*. *Journal of Business Ethics*, 119(1), 77-86.
  - Carroll, A.B. (1979). A three-dimensional conceptual model of corporate performance. *Academy of Management Review*, 4, 497–505.
  - Goergen, M. (2012). *International corporate governance*. 1st ed. Harlow, England: Pearson. ISBN 978-0-273-75125-0.
  - Carroll, A. B., & Shabana, K. M. (2010). The business case for corporate social

responsibility: a review of concepts, research and practice. *International Journal of Management Reviews*, 12(1), 85-105.

*Journals:*

- Environmental Policy and Governance Journal
- International Journal of Corporate Social Responsibility
- International Journal of Corporate Governance
- Journal of Business Ethics
- Journal of Environmental Policy and Planning

*Additional texts:*

*Articles and Textbooks:*

- Nishihara, A, H, Matsunagam M, Nonaka, I and Yokomichi, K (2017) *'Knowledge Creation in Community Development: Institutional Change in Southeast Asia and Japan'*, Palgrave Macmillan
  - Elkington, J. (2004). *Enter the triple bottom line. The triple bottom line: Does it all add up.*
  - Freeman, R. and Reed, D. (1983). *Stockholders and Stakeholders: A New Perspective on Corporate Governance. California Management Review*, 25(3), pp.88-106.
  - Jo, H., & Harjoto, M. A. (2012). *The causal effect of corporate governance on corporate social responsibility. Journal of business ethics*, 106(1), 53-72.
  - Lee, M. D. P. (2008). *A review of the theories of corporate social responsibility: Its evolutionary path and the road ahead. International journal of management reviews*, 10(1), 53-73.
  - Mallin, C. A. (Ed.). (2011). *Handbook on international corporate governance: country analyses.* Edward Elgar Publishing.
  - Matten, D. and Spence, L. (2014). *Corporate Social Responsibility: Readings and Cases in a Global Context.* 2nd edition. Abingdon: Routledge.

Websites:

- [www.globalreporting.org](http://www.globalreporting.org)
- [www.sharedvalue.org](http://www.sharedvalue.org)

<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: a combination of flipped classroom and formal scheduled lecture sessions. The lecture sessions will either be through face-to-face contact or online, through the use of recorded video sessions and live webinars.
Practical classes and workshops	20	Scheduled: varying activities regarding the application of relevant theories covered in the lectures. These will include a combination of any of the following: <ul style="list-style-type: none"> <li>● Live case study analysis/evaluation</li> <li>● Scenario planning</li> <li>● Simulations</li> <li>● Team projects</li> </ul>

		<ul style="list-style-type: none"> <li>• Discursive debates.</li> </ul>
Guided Independent Study	160	Independent: this will take the form of varying activities, which could involve study teams, the review of an article, case evaluation, MOOC courses with relevant certification, building networks via social media; and online discussions via VLE.
<b>Total</b>	<b>200</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>Report</b>	70%	A strategic review that addresses Learning Outcomes (LOs) 1, 2 and 3, of the module, with an indicative word limit of 2,800.
		<b>Written assignment</b>	<u>30%</u>	An essay which addresses LO4, with an indicative word limit of 1,200.
			100%	

<b>Updated by:</b> Dr Naushaba Singh	Date: 14/07/2017	<b>Approved by:</b> Liz Larner	Date: 31/04/2017
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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> BAPM7024	<b>MODULE TITLE:</b> Business Analysis and Project Management
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 7	<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:**  
 Operations are increasingly being managed as a project and thus require a strong emphasis on business analysis and project management. This module provides a comprehensive understanding of business processes and the intricacies involved in the management of projects. It introduces the concepts of business analysis which primarily involves identifying and developing solutions to business problems and the concepts of good project management required to deliver those solutions.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
<b>E1</b> (Formally scheduled) Examination		<b>C1</b>	70%	<b>P1</b>	30%
<b>E2</b> (OSCE)		<b>A1</b>			
<b>T1</b> (in-class test)					

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

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

**MODULE AIMS:**  
 This module aims to provide students with an in-depth understanding and application of the process of business analysis, project planning and management, including the importance of team work and communication. Students will learn how to conduct an actual business analysis and the complexities involved with this process. The module also aims to assist students in the delivery of a project, to include time and resource budgeting, people, cost controls, and effective delivery.

**ASSESSED LEARNING OUTCOMES:**

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

1. Critically evaluate the process of identifying and clarifying a problem or issue within an organisation.
2. Compare the unique aspects of project management with the day-to-day operations management amongst project teams.
3. Apply project management theory and techniques to the underlying principles of good project management, ethical practice, and budgetary control.
4. Create a business process required to implement solutions to a business problem or issues within an organisation.

<b>DATE OF APPROVAL:</b> 11 <sup>th</sup> February 2016	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
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<b>DATE OF IMPLEMENTATION:</b> February 2017	<b>SCHOOL/PARTNER:</b> GSM LONDON
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<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	<b>NATIONAL COST CENTRE:</b> N/A
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<b>MODULE LEADER:</b> Kabine Traore	<b>OTHER MODULE STAFF:</b> Jose Kattady
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### **Summary of Module Content:**

This module will cover topical areas such as: business processes and methods; business analysis tools; the links between business analysis and project management; project attributes - time, cost, and quality; key stages in a project lifecycle; the role of project management methodologies in project control; project management (work break-down schedule, Gantt charts, network analysis). The module will provide a reference of good practice, as well as a rational foundation for the academic study of business analysis and project management.

### **Recommended Reading**

#### *Core Texts:*

- Cadle, J., Paul, D. and Turner, P., 2010. *Business Analysis Techniques: 72 essential tools for success*. BCS, The Chartered Institute.
- Newton, R., 2007. *Managing Change Step by Step: all you need to build a plan and make it happen*. Pearson Education.

#### *Additional texts:*

- Monczka, R., Handfield, R., Giunipero, L. and Patterson, J., 2015. *Purchasing and Supply Chain Management*. Cengage Learning.
- Schwalbe, K., 2015. *Information Technology Project Management*. Cengage Learning.
- Blais, S., 2011. *Business Analysis: Best Practices for Success*. John Wiley & Sons.
- Lockyer, K.G. and Gordon, J., 2005. *Project Management and Project Network Techniques*. Pearson Education.

#### *Journals:*

- International Journal of Project Management
- Project Management Journal
- Modern Analyst e-Journal

#### *Websites:*

- [www.economist.com](http://www.economist.com)
- [www.modernanalyst.com](http://www.modernanalyst.com)

<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 can be delivered through a combination of face-to-face contact and online through the use of recorded video sessions and live webinars.
Tutorials	20	Scheduled: formal instruction with activities which include: self-study exercises, case studies, group discussions, quizzes, etc.
Guided Independent Study	160	Independent: video cases, case studies, quizzes, articles, scenario planning, social media engagement, etc.
<b>Total</b>	<b>200</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>Group report</b>	70%	A group report that addresses all learning outcomes (LO) of the module i.e. LOs 1, 2, 3, and 4. This is expected to be in the form of a written report with an indicative word limit of 3,000.
Practice	P1	<b>Group presentation</b>	30%	Group presentation of the findings from the above investigative report. This will incorporate the 4 learning outcomes which were addressed within the coursework element of the assessment.  This is expected to be in the form of a pre-recorded video or face-to-face delivery, within an indicative length of 10 minutes.

<b>Updated by:</b> Babawande Sheba	Date: 5/9/16	<b>Approved by:</b> Christy Traore	Date: 30/9/16
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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> DISS7035	<b>MODULE TITLE:</b> Dissertation
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<b>CREDITS:</b> 40	<b>FHEQ LEVEL:</b> 7	<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 allows students to undertake supervised research in a subject area that relates to their programme of study. The dissertation will critically analyse, in depth, an area of educational interest related to a particular and significant area of study. The dissertation will contain a systematic and critical review of academic sources and include a critical evaluation of primary research.

<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>A1</b>			
<b>T1</b> (in-class test)					

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

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

**MODULE AIMS:**

The module aims to allow students to undertake an in-depth study in an educational area of their interest. The module aims to build on previous study during the programme by providing an opportunity to explore, in detail, particular methodologies in relation to an identified research interest. The module aims to direct students to implement a piece of research appropriate to Master's level work and to write up the findings in the form of a dissertation.

**ASSESSED LEARNING OUTCOMES:**

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

1. Undertake research (primary and/or secondary) and critically evaluate it to provide recommendations for professional and/or academic development.
2. Critically evaluate a wide range of academic literature, research philosophies, methodologies and data collection relevant to their field of research.
3. Demonstrate originality in the application of their knowledge and ability to act autonomously within specified guidelines
4. Collate and organise appropriate documentary evidence in a logically structured, well presented and clearly written format using the Harvard referencing system.
5. Reflect on both personal and professional development on the programme.

<b>DATE OF APPROVAL:</b> February 2016	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
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<b>DATE OF IMPLEMENTATION:</b> February 2017	<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> 2016/2017	<b>NATIONAL COST CENTRE:</b>
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<b>MODULE LEADER:</b> Aster Mekonnen	<b>OTHER MODULE STAFF:</b> All level 7 teaching team to supervise dissertations
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### **Summary of Module Content**

The module primarily enables students to apply their learning from previous research modules. Supervision is provided to support students who are undertaking a significant piece of research which focuses on: an assessment of the nature of research and the underpinning of philosophies and stances taken by students and other researchers; an evaluation of the ways in which theoretical issues permeate research investigations; the research and justification of choice of research philosophy, methodologies and methods and the addressing of issues such as validity, reliability and triangulation; ethical considerations and access to information; collecting and analysing data; undertaking a critical survey of published research in an area of academic interest; developing a structure and writing a dissertation report in a suitable format using the Harvard referencing system and disseminating results and conclusions.

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

### **Recommended Reading:**

*Reading as relevant to the topic of the project but to support in the development of the project, please see reading for the 'Research Methods and Consultancy Planning' module and:*

- Denscombe, M (2010) *The Good Research Guide*, 4th edition, Buckingham: Open University Press
- Ball, S. (2012) *The Complete Guide to Writing your Dissertation: Advice, Techniques and Insights to help you Enhance your Grades*. Oxford: How To Books.
- Biggam, J. (2011) *Succeeding with your Master's Dissertation: a Step-by-Step Handbook*. 2nd ed. Maidenhead: Open University Press
- Cottrell, S. (2014) *Dissertations and Project Reports: a Step by Step Guide*. Basingstoke: Palgrave Macmillan.
- Jesson, J. (2011) *Doing your Literature Review: Traditional and Systematic Techniques*. London: SAGE
- Leedy, P. D. & Ormrod, J. E. (2010) *Practical Research: Planning and Design*. 9th ed.

Saddle River, N. J. : Pearson Education.

- Silverman, D. (2013) *Doing Qualitative Research*. 4th ed. Los Angeles: SAGE
- Schostak, J. F. & Schostak, J. (2013) *Writing Research Critically: Developing the Power to Make a Difference*. Abingdon: Routledge.
- Warren, C.A.B. & Karner, T.X. (2010) 2nd ed. *Discovering Qualitative Methods: Field Research, Interviews and Analysis*. New York: OUP.
- Creswell, J. W. (2014) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. London: SAGE.
- Pallant, J. 2010. *SPSS Survival Manual: A Step by Step Guide to Data Analysis using SPSS*, 4 ed. Maidenhead: Open University Press
- Cottrell S (2011) *Critical Thinking Skills - Developing Effective Analysis and Argument* 2nd Ed Palgrave Macmillan
- Yin R. 2012 *K Applications of case study research* 3<sup>rd</sup> Ed Sage London.

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

Scheduled Activities	Hours	Comments/Additional Information
Practical classes & workshops	4	On campus or via webinar
Project Supervision	26	Weekly supervision engagement with supervisor. See Dissertation Handbook.
Guided Independent Study	370	Drafting and development of dissertation
<b>Total</b>	<b>400</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	C1	<b>Dissertation</b>	90%	Coursework will comprise a researched dissertation that analyses a hypothesis and is supported by evidence and/or theoretical analysis and/or recommendations. The dissertation should be satisfactorily referenced and contain a bibliography. LO1-4
		<b>Reflection</b>	<u>10%</u>	Reflective report. LO 5
			100%	Suggested word length 15,000-18,000 words excluding footnotes and bibliography.

**Updated by:**

Liz Larner 22/12/16

**Approved by:**

Christy Traore

Date: 22/12/16

**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> CPRO7008	<b>MODULE TITLE:</b> Consultancy Project
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<b>CREDITS:</b> 40 credits	<b>FHEQ LEVEL:</b> Level 7	<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 will synthesise each student's learning with the production of an individual project that demonstrates their fulfilment of the degree's learning outcomes. The consultancy project can fall into three categories: a work based learning project, a creative project, or a hybrid of these forms.

<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>A1</b>			
<b>T1</b> (in-class test)					

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

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

**MODULE AIMS:**

This module aims to allow students to synthesise their learning in a single project that demonstrates their fulfilment of the programme's learning outcomes through a research based consultancy project. A specific topic will be investigated, integrating a student's academic knowledge, applied research and consultancy practice. The module aims to allow students to combine the development of knowledge, skills, and personal interests with research, analysis and evaluative skills to make clear and effective recommendations. The project is conceived, designed, and carried out independently, to a professional level, with the provision of support and supervision.

**ASSESSED LEARNING OUTCOMES:**

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

1. Critically assess published research to determine methods of designing, implementing, measuring and monitoring the success of a project.
2. Design and conduct research into relevant discipline issues using a range of data, research sources and appropriate research methods.
3. Demonstrate a comprehensive understanding of the relationship between theory and professional practice through the application of a range of appropriate assessment tools and techniques to measure project success.
4. Critically evaluate project success and recommend appropriate actions to improve future implementation or to revise approaches to practice.
5. Critically evaluate and reflect on the success of the business project and assess personal

- competence in the light of current knowledge of the topic and of future CPD needs.
6. Engage in questions of ethics and recognize their responsibilities to themselves, their communities, and to society.

<b>DATE OF APPROVAL:</b> February 2016	<b>FACULTY/OFFICE:</b> Academic Partnerships (AP)
<b>DATE OF IMPLEMENTATION:</b> February 2017	<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> 2016/2017	<b>NATIONAL COST CENTRE:</b> N/A
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<b>MODULE LEADER:</b> Paul Booth	<b>OTHER MODULE STAFF:</b> All level 7 teaching team to supervise projects
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#### **Summary of Module Content**

Projects must demonstrate students' reflection, in writing, of their experiences in relation to the material and result in a professional final product (such as a research paper/article, documented action project, presentation of body of visual or literary work, written project or combination thereof).

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 chosen subject area. They will receive guidance from the programme team and should review the Module Handbook and Scheme of Work as relevant to the programme for more information.

Details of the mechanics of the project and supervision are detailed in Consultancy Project (CP) handbook.

When first writing the CP, students draft an outline proposal in the pre-requisite module 'Research Methods and Consultancy Planning'. Prior to the semester during which students begin to work on their CPs, they will revisit and revise their proposals and submit them to their advisors. This process will be reviewed by a Project Approval Board following the marking of the proposal, and as part of the CP module procedure.

At the start of the semester, students discuss their plans with their supervisors. Any revisions to the original plans will be reviewed by the follow-up Project Approval Board.

Once their proposals have been approved, students (with guidance from their supervisors) design the early stages of the work that make up their CPs. In consultation with students and their supervisors, the Programme Leader will identify the best instructor for the semester. This

individual will then participate in further project planning. Depending on the students' learning needs, the supervisor may or may not be the module tutor for the CP.

Building on the preparations already completed for the CP, students then undertake a substantial, personally meaningful project that demonstrates their learning in the field of the programme, and their personal stance toward their projects' material or practice in the CP.

The CP can take a variety of forms; this might include a research paper and published article, or a documented product development or consultancy report. The intended format will be proposed within the project approval process.

## Recommended Reading

*Reading as relevant to the topic of the project but to support in the development of the project, please see reading for the 'Research Skills and Consultancy Planning' module and:*

- Bolton G (2010) *Reflective Practice : Writing and Professional Development*, SAGE
- Billingham V. (2008) *Project Management : How to Plan and Deliver a Successful Project*; Studymates
- Clemenets J.P. and Gido J. (2012 , 5th edition) *Effective Project Management*, South-Western/Cengage Learning ; Mason Ohio
- Cottrell S. (2010) *Skills for Success : the Personal Development Planning Handbook*, Palgrave Macmillan,
- Barbour, RS. (2008) *Introducing Qualitative Research: A Student Guide to the Craft of doing Qualitative Research*, Sage: London
- Banks, M. (2007) *Using Visual Data in Qualitative Research*, Sage: London
- Blaxter L., Hughes C. & Tight M. (2001) *How to Research*. Open University Press, Buckingham.
- Pallant, J. 2010. *SPSS Survival Manual: A Step by Step Guide to Data Analysis using SPSS*, 4 ed. Maidenhead: Open University Press
- Cottrell S (2011) *Critical Thinking Skills - Developing Effective Analysis and Argument*, 2<sup>nd</sup> Ed Palgrave Macmillan
- Yin R. 2012 *K Applications of Case Study Research*, 3<sup>rd</sup> Ed Sage London
- Robson, C. (2011) *Real World Research: a Resource for Users of Social Research Methods in Applied Settings*. 3rd ed. Chichester: Wiley.

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

Scheduled Activities	Hours	Comments/Additional Information
Project Supervision	10	Weekly supervision engagement with supervisor. See Consultancy Project Handbook.
Tutorials	10	On campus or via webinar.
Guided independent study	380	Drafting and development of project
<b>Total</b>	400	<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	C1	<b>Project Output</b>	90%	The consultancy project can fall into three categories: a work based learning project, a creative project, or a hybrid of these forms, eg: a

		<b>Reflection</b>	<u>10%</u> 100%	research paper/article, documented action project, presentation of a body of visual or literary work, written project, or combination thereof. LO 1-6  The project will include a reflective report. LO 5  Equivalent to (total of) 15,000-18,000 words
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<b>Updated by:</b> Liz Larner	22/12/16	<b>Approved by:</b> Christy Traore	Date: 22/12/16
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