Exeter College

Student Handbook

For

FdA Business (HTQ)

2024-2025

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WELCOME AND INTRODUCTION

1. Welcome and Introduction to the Foundation Degree in Business

Welcome to the Foundation Degree in Business here at Exeter College. We are delighted you will be studying with us and can expect this programme to provide the following:

1. Develop your understanding across a range of business subjects.
2. Provide you with the opportunity to apply theoretical knowledge to current business examples.
3. Enable you to progress onto level 6 in the subject area.
4. Equip you with the skills appropriate to employment in business, e.g., operational/ departmental management.
5. Encourage you to think critically and acquire academic skills, knowledge, and motivation to enhance future studies and employment prospects.
6. Provide accessibility regardless of background and abilities to reach your full potential.
7. Develop your digital skills and enable you to be responsible global citizens.
8. Provide you with opportunities to engage with local, national, and international employers and industries.

These transferable skills will enable students to meet changing circumstances, whether these arise from a shift in their own sphere of employment, promotion to supervisory or management roles or from general changes in Business practices and the business environment.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities, including progression to a BA/BSc top up.

This Teaching, Learning and Assessment Handbook contains important information including:

- Who will be teaching and providing support to you?
- Details of your programme of study and assessment

Higher Technical Qualifications

There are currently huge skills gaps in many vital areas of the economy, meaning employers need people with technical skills more than ever. Higher Technical Qualifications, or HTQs, are technical qualifications in England at level 4 and 5 that have been quality marked by the Institute for Apprenticeships & Technical Education (IfATE) to indicate their alignment to employer-led occupational standards. Look for the quality mark

This course has been developed in collaboration with employers, and is mapped to the Knowledge, Skills and Behaviours (KSB's) of the following Occupational Standard to offer the right training and skills for workplace success.

FdA Business is mapped to the Occupational Standard for Operations or Departmental Manager. Full details of the standard and the additional KSB's you will gain through your programme can be found on the IfATE website.

Operations or departmental manager / Institute for Apprenticeships and Technical Education

An Operations or departmental manager is someone who manages teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisations strategy.
Working in the private, public or third sector and in all sizes of organisation, specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring.

Note: the information in this handbook should be read in conjunction with the current edition of the College Student Handbook available at: University Level Hub which contains student support based information on issues such as finance and studying at University level and your Programme Quality Handbook available on your programme virtual learning environment.

DISTINCTIVE FEATURES OF THE PROGRAMME

1.1. Distinctive Features of the Programme

The Foundation Degree in Business has been written to provide learners with a strong theoretical knowledge of Business studies, while maintaining the vocational slant that will prepare learners for future employment.
This programme equips learners with knowledge and skills across a range of fundamental Business topics that will prepare them for progression to Bachelors study, or for employment in a variety of industries and roles.
The programme is designed to build on learners' existing knowledge of the subject area while still providing a solid foundation for learners who may be new to the area of study but who have good academic skills.

As a dually registered student at both Exeter College and University of Exeter you will access to extensive physical and digital resources, guest speakers and events. What makes the FdA programme unique is the small class size and interactive and personal group tutorial system led by experienced academics with successful commercial track records in local, national, and international environments. We pride ourselves on our range of guest speakers, current case study material, range of assessment types and relevant visits and trips to employers, alumni, businesses, and institutions.

2. Course Contact List

All staff delivering on this programme can be contacted in either the staff room at Victoria House or the IOT (H1.30) – individual contact details for each staff member are provided below.
The Faculty Operations Officer for Business, Tourism and Adventure is Lynn Hartnoll who can be contacted at lynnhartnoll@exe-coll.ac.uk or on 01392 400289.

The college offers support with Disabled Students Allowance (DSA) – more information is available below in section 4. You can contact the DSA Supervisor/Advisor, Carmen Dix, at dsa@exe-coll.ac.uk or on 01392 400443/07879 113062.

2.1. Programme Leader

Erica Dean
ericadean@exe-coll.ac.uk
Erica joined Exeter College in 2014 as the Programme Leader for HNC/D Business and is also the Deputy Head of Faculty for BTA. Prior to this she worked in education management and previously had experience across a range of industries, with particular focus on retail and leisure. Outside of work she has a husband, dog, and van who she loves to go on adventures with across Europe.
She holds a BA (Hons) in Leadership and Management from the Open University and a Master's in Education (Leadership & Management).
Her specialist subjects are corporate ethics and sustainability, enterprise, and leadership & management.

2.2. Module Leaders

Year	Module Name	Module Leader	Contact Details
Year 1	**Business and Economic Environment** **Human Resource and Talent Management**	**Deborah Kearney**	deborahkearney@exe-coll.ac.uk IOT Staffroom
	Finance for Business	**Kate Wellings**	katewellings@exe-coll.ac.uk Victoria House Staffroom
	Contemporary Marketing	**Victoria Walton (Tutor)**	victoriawalton@exe-coll.ac.uk Victoria House Staffroom
	Enterprise and Innovation	**Erica Dean**	ericadean@exe-coll.ac.uk IOT/Victoria House Staffroom
	Project and Event Management	**Victoria Walton**	victoriawalton@exe-coll.ac.uk Victoria House Staffroom
Year 2	**Global Challenges** **Sustainable Operations Management**	**Deborah Kearney**	As above
	Corporate Environmental and Social Management	**Erica Dean (Tutor)**	As above
	Business Strategy for Competitive Advantage **Organisational Behaviour and Leadership**	**Daniel Twigger**	danieltwigger@exe-coll.ac.uk Victoria House Staffroom
	Business Research Project	**Chris Frankland**	chrisfrankland@exe-coll.ac.uk Victoria House Staffroom

2.3. Personal Tutor

Victoria Walton (Year 1) and Erica Dean (Year 2) will act as your Personal Tutors during your programme of study and will deal with all pastoral issues.

College and programme staff will communicate with students in the following ways:

- Email
- University Level Hub https://moodle.exe-coll.ac.uk/course/view.php?id=1349
- HE Student Information Moodle site (see section below)
- You can also find further information and policies at our Higher Education and Adult Learning Sharepoint Page.

PROGRAMME STRUCUTRE

3. Programme Structure

The Foundation Degree in Business is a two-year full time programme run on a semester timetable – the following structure shows the units you may study each year with the semester of delivery.
Part Time is also available, but structure is subject to timetabling each year.

Full / Part Time: FT

Programme Structure for FdA Business Year 1

Unit Title	No. of Credits	Semester
Business and Economic Environment	20	1
Finance for Business	20	2
Contemporary Marketing	20	1
Human Resource and Talent Management	20	2
Enterprise and Innovation	20	1
Project and Event Management	20	2

Programme Structure for FdA Business Year 2

Unit Title	No. of Credits	Semester
Business Research Project	20	1,2
Global Challenges	20	1
Business Strategy for Competitive Advantage	20	1
Corporate Environmental and Social Management	20	2
Sustainable Operations Management	20	2
Organisational Behaviour and Leadership	20	2

4. Course and College Resources

The Institute of Technology is a purpose-built facility for Digital and Data as well as our Adult and HE provision. All classrooms have IT facilities and the dedicated HE student study space is available on the first floor. There is a food and drink outlet available at the front of the building and lots of social space on the ground floor.

The College LRC has a subscription to a range of paper-based journals, including Management Today and Harvard Business Review, as well as an online subscription to the Gale Insights Database, all of which will be essential for your studies. You also have access to a wide range of journals and resources through the Exeter University library.

The DSA Supervisor/Advisor can help, advise, or guide you with any disability or support related issue. This could be applying for individual exam arrangements, or additional support via Disabled Students Allowance (DSA).

DSA provides funding to cover the cost of additional support for students with mental health conditions; physical health conditions; learning difficulties and sensory impairments which may impact on their studies.

At Exeter College we encourage students to engage with us so we can meet individual student needs effectively and in a timely manner. Therefore, if you have any disability related concerns or questions, please contact the DSA Supervisor/Advisor using the details provided in section 2.

5. Enhancement Activities

Specific to your course, there will be at least one Educational Visit to a business for the day and, subject to sufficient interest, there may be a visit abroad during the year. This will take place with other adult and HE Business students and will provide additional opportunities for you to find out more about higher levels of the Business courses here at the College.

Aside from educational visits and the conference, there will also be a range of visiting guest speakers throughout the year that will provide you with industry relevant knowledge to contextualise the theory you learn on the course.

6. Employment and Progression Opportunities

The Foundation Degree qualification is graded using percentages and the qualification is awarded overall at Pass, Merit or Distinction.

Upon successful completion of the FdA, progression may be available onto the BA Business Management (validated by University of Exeter) here at Exeter College, subject to attainment and interview. Your Programme Manager will be able to advise you on alternative progression routes as required. Progression routes are correct at the time of publication but may subsequently be amended. More information on individual programme progression is available in your Programme Quality Handbook.

As a FdA graduate you will have a wide choice of career opportunities throughout the private and public sectors, both in the United Kingdom and abroad. Exeter College enjoys a good record for the employability of their graduates but if you are considering changing your employment then **it will be up to you to make the effort and find a job.** You will need to start thinking about your career and planning early on in your course.

By studying the Foundation Degree, you have a range of opportunities within industrial and commercial organisations where a broad-based and work-related education is desirable. You may not, however, want to continue in employment after your studies at the college are over. One option is to continue studying, probably by progressing onto an Honours Degree at a university of your choice. Another is to gain a professional qualification.

TEACHING, LEARNING AND ASSESSMENT

7. Teaching, Learning and Assessment

7.1. Formative and Summative Assessment

Formative assessment will be conducted throughout each unit to assess your on-going progress, this will often take place in class. Summative assessment will take place at the end of each unit which is usually at the end of the trimester. Your performance in a module will be assessed during the academic year, normally through a combination of coursework / end of year examinations. You must pass the assessments in order to be credited with that module for your award. In addition, some modules may have to be passed as pre-requisites for others taken later in your programme.

The method of assessment varies between modules and your lecturers will advise you of the method(s) to be used. This reflects the need to develop a range of different knowledge, understanding and skills. During your programme you may experience some, or all, of the following types of assessment:

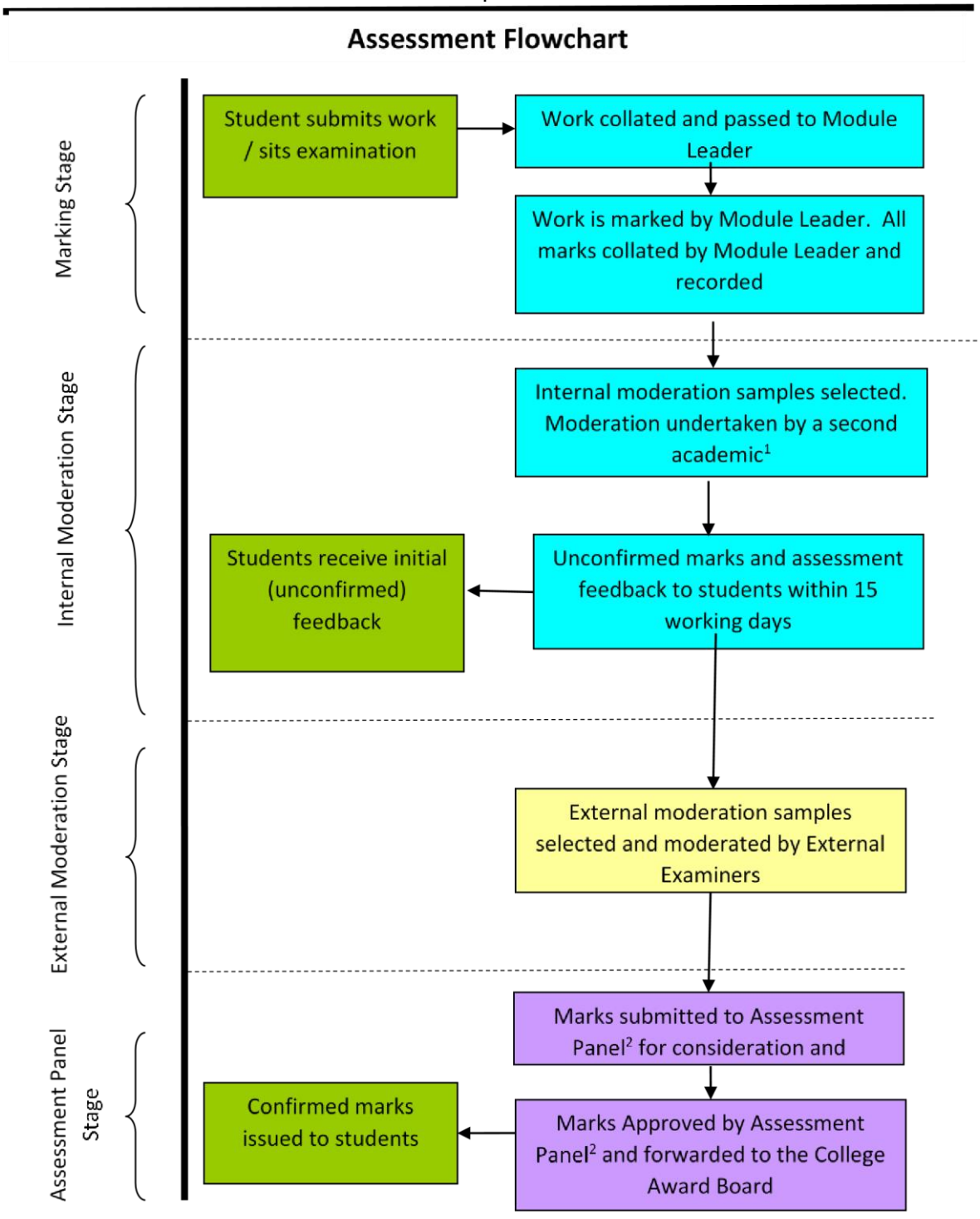
- Coursework essay questions
- Coursework group reports
- Coursework case study problems
- Group presentations
- Small group assessed discussions.
- Role play
- In-class tests
- Online assessments
- Portfolios
- Research project

In all cases these are chosen and designed to assess your achievement of the particular learning outcomes for the module. You will be given Assessment Criteria which are used to judge the extent of your achievement.

Please note that **ALL** assessment marks and results are provisional until confirmed by the internal moderator, External Examiner and then finalised by the Award Board in June/July. The awarding body will confirm the level of award granted, Pass, Merit or Distinction, when your results are reported at the end of the year; your programme leader will be able to provide a guide to what this is likely to be once all marks are confirmed.

7.2. Indicative Programme Assessment Schedule, Assessment Flowchart and Hand in Process

You will receive your assessment schedule at the start of your programme outlining when you will be required to submit your summative assessments.
The chart below identifies how the assessment process works.



1. The sample for the internal moderation comprises of 20%, or 10 assessment pieces minimum (depending on the group size). The sample should include a range of assignments from the module including borderlines and fails.

2. Assessment Panel s are the forum for formally agreeing the modules marks with the awarding institution / body

8. Referencing Guide

Guidance on study skills and referencing is available through the Exeter College Research Skills area of the Learning Centre Portal. You may also like to purchase a copy of the referencing guide.
'*cite them rite'* or access one of the library copies of this.

It is also important that you take note of the Exeter College Plagiarism and Academic Misconduct Policy to avoid the associated penalties resulting from such offences. These can be found at:

Exeter College Plagiarism and Learner Malpractice Policy

Please note that the use of AI for assessments falls within this policy and will be treated equal to copying the work of others.

9. Module/ Unit Descriptor / Title and Code (For each module)

Further guidance will be provided with the issue of module guides and briefs by the individual unit lecturers.

FdA Business Year 1

Business and the Business Environment
Finance for Business
Contemporary Marketing
Enterprise and Innovation
Human Resource and Talent Management
Project and Event Management

FdA Business Year 2

Global Challenges
Business Strategy for Competitive Advantage
Corporate, Environmental and Social Management
Organisational Behaviour and Leadership
Sustainable Operations Management
Business Research Project

MODULE TITLE	The Economic and Business Environment				**CREDIT VALUE**	20
MODULE CODE	EXE1005		**MODULE CONVENOR**		**Deborah Kearney**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS	10	5	0		

DESCRIPTION – summary of the module content (100 words)
This module examines how a range of industry sectors, including local, national, and global organisations, adapt to meet the changing external environment in which they operate. The module examines the external economic environment, and government regulation and actions, to the inform corporate strategy in the local and global markets. Tools and techniques to create agile and responsive internal environments and organisational structures, will be applied and evaluated for use within private, public, and not-for-profit businesses. Introduction to data and financial analysis to understand business performance.
MODULE AIMS – intentions of the module
The aim of this module is to introduce students to the ways to analyse the impact of political, economic, social, technological, environmental, and legal changes affecting an organisation and their stakeholders. An introduction to economic theory will equip you with the understanding to relate movements in the economy on a national and global scale to decision-making within organisations. You will learn to interpret the impact of economic changes in national and international markets that may influence decision making in a range of businesses. Analysis tools and techniques will be used to consider the relevance of these external changes on your market, suppliers, and customers. The role of governments and regulatory bodies and their policies and practices will be assessed within a wider commercial and trading climate. You will recommend actions to ensure businesses are innovative, agile, and adaptable to the changing market; organisational, structure, activities and approaches to enhance performance, take advantage of opportunities and to respond to threats.
INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Develop an understanding of external economic environment
2	Use analysis and appropriate tools to understand the impact of external and internal influences on a business
3	Recommend changes in organisational structure, operations, and strategy to respond to changing competitive environment
Discipline Specific Skills and Knowledge:	
4	Interpret the impact of external changes on the organisation and industry sector and its market
5	Analyse and recommend the appropriate organisational changes from an objective evidence base
Personal and Key Transferable/ Employment Skills and Knowledge:	
6	Understand the part business plays in the national and global economy and wider world
7	Analyse data to justify recommendations

SYLLABUS PLAN – summary of the structure and academic content of the module
Introduction to macro and micro-economics and the drivers of change Key economic theories, Supply and Demand, Circular economy, economic drivers of growth Fiscal and monetary policy, role of government, UK and international bodies, regulatory regimes Analysis tools, PESTEL, SWOT

Market structures and stakeholder requirements
Understanding key government and industry and company data and financial indicators to drive decision-making.
Recommendations for organisational decision-making to enhance performance.
Adaptation, change management and flexibility in organisational structures, functions, and operations.
Gaining competitive advantage and winning in a VUCA environment

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning and Teaching activities	80	Guided independent study	120	Placement/study abroad	See notes for guidance

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Lectures	45	Face to Face content delivery
Tutorial	15	121/small group progress tutorial
Guest speakers	20	Visiting speakers from local industries
Independent Reading and Activities	120	Set reading and signposted activities

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Weekly readings and forum	30 min each	All	Peer commentary

SUMMATIVE ASSESSMENT (% of credit)

Coursework	100	Written exams		Practical exams	

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Report	50	2000 words	2,3,4,5,7	Written
Industry article	25	1000 words	3,4,5,6,7	Written
Academic Poster	25	500 words	1,4,6	Written and verbal

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Report, article, and poster	Report (3,500 words)	1,2,3,4,5,6,7	Summer

RE-ASSESSMENT NOTES – 100% assessment weighting

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Begg.D, Ward.D, (2020) Economics for Business, 6th edn (UK Higher Education Business Economics) London: Mc Graw-Hill

- Worthington. I, Britton.C, Thompson.E (2018) The Business Environment: A Global Perspective Paperback, 8th Edn,Harlow: Pearson
- Wetherley P, Otter.D (2018) The Business Environment: Themes and Issues in a Globalizing World, 4th edn Oxford: OUP

- Needle.D, Burns, J (2019) Business in Context: An Introduction to Business and its Environment Paperback, 7th Edn Cengage

Web-based and electronic resources:

- Links to relevant College and University VLE pages will be updated when course is live.

Other resources:

- Economist
- Financial Times
- Forbes

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	NA		
CO-REQUISITE MODULES	NA		
RCF LEVEL	4	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	**01.07.2021**	**LAST REVISION DATE**	**20.08.2024**
KEY WORDS SEARCH	**Business, external factors, organisational structure, strategy, PESTEL, SWOT**		

MODULE TITLE	Finance for Business				**CREDIT VALUE**	20
MODULE CODE	EXE1006		**MODULE CONVENOR**		**Kate Wellings**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS	0	5	10		

DESCRIPTION – summary of the module content (100 words)
Modern businesses are facing challenges from all directions; shareholders demanding returns, consumers becoming more price and quality sensitive and the government and media paying close attention to transparency of business operations. It is therefore crucial that Managers have a good understanding of the various financial practices required to be successful. This module introduces the basic concepts within finance: key financial calculations, working capital management and capital structure decisions, financial statement analysis, profit distribution, risk management, and investment appraisal. This will equip students with the knowledge and skills to inform decisions in a modern organisation.
MODULE AIMS – intentions of the module
The aim of this module is to introduce students to the financial and management accounting concepts and techniques that are used in contemporary businesses. In particular, the course will discuss how financial information is used by contemporary businesses and how such information feeds into operational and strategic decision making. You will consider a range of financial responsibilities within a contemporary business, from identifying sources of finance (including personal finance) and investment appraisal to management accounting systems (including costing and budgeting) and regulation. You will acquire the knowledge and skills to interpret and create information appropriate to the business context.
INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Develop financial problem-solving skills
2	Identify and evaluate effective methods of financing business investments
3	Implement and evaluate different methods of management accounting
Discipline Specific Skills and Knowledge:	
4	Explain the interaction between the finance function and other functions of the organisation
5	Identify and recommend the appropriate methods of reporting financial activities
Personal and Key Transferable/ Employment Skills and Knowledge:	
6	Recommend options using a variety of communication methods
7	Analyse data to justify recommendations to different audiences

SYLLABUS PLAN – summary of the structure and academic content of the module
The role of finance within business – strategic and operational, roles and responsibilities Key financial statements – key documents, stakeholder requirements Costing methods – e.g., job/batch, prime, absorption, marginal Budgeting – e.g., historical, zero based, incremental Software – e.g., Sage, Quick books etc Sources of finance – internal and external

Personal finance – credit scoring, same/separate legal entity
Investment appraisal – risk assessment, different methods e.g., rate of return, PBP, NPV
International Accounting Standards
Ethics in finance – Triple Bottom Line, Regenerative economics (including links to sources of finance above)

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning and Teaching activities	80	Guided independent study	120	Placement/study abroad	See notes for guidance

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Lectures	45	Face to Face content delivery
Tutorial	15	121/small group progress tutorial
Online self-assessment	20	Scheduled automatic marked self-assessments
Independent Reading and Activities	120	Set reading and signposted activities

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Online self-assessments	30 min each	All	Self-marking

SUMMATIVE ASSESSMENT (% of credit)

Coursework	50	Written exams	50	Practical exams	

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Case Study Report	50	2,000 words	1,2,4,7	Written feedback
Exam	50	2 hours	3,5,6	Grading sheet

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Report	Report (2,000 words)	1,2,4,7	Summer
Exam	Exam (2 hours)	3,5,6	Summer

RE-ASSESSMENT NOTES – reassessment will be weighted the same as the original assessment.

RESOURCES
INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.
Basic reading: • Alexander, J (2018) Financial Planning & Analysis and Performance Management, Wiley • McLaney, E (2017) Business Finance: Theory and Practice 11th ed, Pearson Education • Tennent, J (2018) The Economist Guide to Financial Management: Understand and Improve the Bottom Line 3rd ed, 3rd Millenium Books Web-based and electronic resources: • Links to relevant College and University VLE pages will be updated when course is live. • Van Brakel, J. (2021) Welcome to the era of regenerative finance, Sustainable Brands [Online] Available at: https://sustainablebrands.com/read/finance-investment/welcome-to-the-era-of-regenerative-finance Other resources: • Economist • Financial Times • Forbes • Sage How To • CIMA • AAT • CCA

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	NA		
CO-REQUISITE MODULES	NA		
RCF LEVEL	4	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	**15.06.2021**	**LAST REVISION DATE**	20.08.2024
KEY WORDS SEARCH	**Finance, budget, costing, investment, forecasting, accounting**		

MODULE TITLE	Human Resource and Talent Management				**CREDIT VALUE**	20
MODULE CODE	EXE1008		**MODULE CONVENOR**		**Deborah Kearney**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS	0	5	10		

DESCRIPTION – summary of the module content (100 words)
In recent years, a growing number of organisations have become acutely aware of the need to nurture their staff talent, in addition to recruiting and retaining them. This thought-provoking module investigates how and why businesses engage in Human Resource and Talent Management; theoretical models will be used to appraise the approaches to organisational workforce development.

MODULE AIMS – intentions of the module
The module will provide students with a toolkit of skills and knowledge to understand the varied role of Human Resource Management. You will conduct a strategic workforce analysis to identify human capital requirements to meet organisational targets. Through Talent Management models you will explore the methods of recruitment, retention, training, and reward used by organisations in different industries, also considering the use of motivational theories and models. Using a variety of case studies, you will evaluate the benefits and influence of a strategic approach to Human Resource and Talent Management.

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:	
Module Specific Skills and Knowledge:	
1	Explain the purpose and scope of Human Resource Management in relation to business objectives.
2	Evaluate the effectiveness of the key elements of Human Resource Management in an organisation.
3	Analyse internal and external factors that affect Human Resource Management decision-making, including employment legislation
4	Evaluate the use of Talent Management techniques and initiatives used in contrasting organisations
Discipline Specific Skills and Knowledge:	
5	Develop an awareness of the role of HR within the wider organisation
6	Investigate key external factors that can affect the operation of HR
Personal and Key Transferable/ Employment Skills and Knowledge:	
7	Develop management skills through role play and simulation
8	Develop interview skills and techniques

SYLLABUS PLAN – summary of the structure and academic content of the module
Evolution of Human Resources: From support function to a strategic management function; anticipation of future developments. The nature and scope of HRM: Soft versus Hard HRM; Key responsibilities Recruitment, Selection, On-boarding and Induction: tools and techniques. Learning, Training and Development: How we learn; training and development procedures and approaches. Talent Management: Human Resource Development re-badged or a distinctly different concept; key models and framework. Appraisal and Performance Management: methods, policies e.g., disciplinary/grievance Job and Workplace Design: Reasons for it and appraisal of key benefits, changing landscape. Flex or Fail: Traditional, hybrid and remote working; Core v peripheral workers. Performance and Reward: Benefits, Intrinsic/Extrinsic Motivation Theory: Traditional, Human, Systems Employee Relations, Trade Unions and Workplace Representation: membership, staff voice Employment Law Essentials: Key laws and regulations; Modern developments; International comparisons

LEARNING AND TEACHING					
LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)					
Scheduled Learning and Teaching activities	60	Guided independent study	140	Placement/study abroad	See notes for guidance

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS		
Category	Hours of study time	Description
Lectures	45	Live lectures which will also be recorded
Tutorials	15	Academic 1:1 and class wide tutorials
Independent study	140	Research, engagement with VLE and reading.

ASSESSMENT						
FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade						
Form of Assessment		Size of the assessment e.g., duration/length		ILOs assessed		Feedback method
Online tests (Forms)		Between 10 and 20 questions		1, 2 and 3		Self marking
Online quizzes (Kahoot, Nearpod)		Between 10 and 20 questions		1, 2 and 3		Self marking
Forum and discussion board posts		200 words pw		1, 2, 3, 4 and 5		Peer and Lecturer assessed
Role play		10 mins		4 and 5		Peer and Lecturer assessed
SUMMATIVE ASSESSMENT (% of credit)						
Coursework	50~~100~~%	Written exams	0	Practical exams	50%~~0~~	
DETAILS OF SUMMATIVE ASSESSMENT						
Form of Assessment	% of credit	Size of the assessment e.g., duration/length		ILOs assessed		Feedback method
Narrated PowerPoint	20%	10 slides with accompanying Speaker Notes (equiv 500wds max)		1,5		Observation Record
Simulated radio programme interview	~~3~~20%	15-20 minutes with research notes (equiv 1000wds)		2,7,8		Observation Record Written feedback
Report	~~5~~60%	2000 words		3,4,6		Written Feedback
DETAILS OF RE-ASSESSMENT (where required by referral or deferral)						
Original form of assessment	Form of re-assessment		ILOs re-assessed		Time scale for re-assessment	
Narrated PowerPoint and Simulated radio interview	PowerPoint with speaker notes (1500 words)		1,2,5,7,8		Summer	
Report	Report (2000 words)		3,4,6		Summer	
RE-ASSESSMENT NOTES – reassessment will be weighted 50/50						

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Armstrong, M. and Taylor, S. (2014) Armstrong's Handbook of Human Resource Management Practice. 13th Ed. London: Kogan Page.
- Bach, S. and Edwards, M. (2013) Managing Human Resources. Oxford: Wiley.
- Bratton, J. and Gold, J. (2012) Human Resource Management: Theory and Practice. 5th Ed. Basingstoke: Palgrave.
- Taylor, S. (2018) Resourcing and Talent Management. 7th Ed. London: CIPD and Kogan Page
- Torrington, D, et al. (2011) Human Resource Management. 8th Ed. London: Prentice Hall.

Web-based and electronic resources:

- Links to relevant College and University VLE pages will be updated when course is live.
- ACAS (Advisory, Conciliation and Arbitration Service) available www.acas.org.uk
- CIPD (Chartered Institute of Personnel and Development) available at www.cipd.co.uk
- Cranfield School of Management (2012) Talent Management in Practice. Available at: https://www.youtube.com/watch?v=KxAwtslvVTg (Accessed: 28 June 2021).
- RSA (2010) RSA ANIMATE: Drive: The surprising truth about what motivates us. Available at: www.youtube.com/watch?v=u6XAPnuFjJc (Accessed: 28 June 2021).

Other resources:

- Njis, S., Gallardo-Gallardo E., Dries, N., Sels, L.(2014) *Journal of World Business*, 49 (2) , pp. 180-19
- People Management Journal

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	N/A		
CO-REQUISITE MODULES	N/A		
RCF LEVEL	4	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	**06.07.21**	**LAST REVISION DATE**	20.08.2024
KEY WORDS SEARCH	**HRM, Talent Management, Recruitment, Training, Human Capital, Development, Appraisal**		

MODULE TITLE	Contemporary Marketing				**CREDIT VALUE**	20
MODULE CODE	EXE1009		**MODULE CONVENOR**		**Victoria Walton**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS	**0**	5	10		

DESCRIPTION – summary of the module content (100 words)
To understand marketing is essential to a successful business endeavour. This module examines marketing as a management function, enabling organisational success in a changing digital business world. It firstly seeks to introduce traditional marketing theory, considering the five industrial revolutions, to then establish the impact of technology and the emergence of societal marketing, through advances in social media, tools, and analytics. Students will then assess how these technologies can be utilised to improve customer relationships, delivering value to organisations, and improving organisational performance, whilst also considering a business' social responsibility.

MODULE AIMS – intentions of the module
This module provides you with the relevant skills to critically analyse the developments in new media and digital marketing. It will teach you the fundamentals of marketing theory and translate these into a digital framework. You will examine analytics tools to enhance business performance. You will also consider the wider impact and challenges that digital marketing brings to a range of stakeholders including ethical and social responsibilities. You will understand the constraints that contemporary marketers must work within to adhere to both social and legal requirements.

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:	
Module Specific Skills and Knowledge:	
1	Discuss advances in technology
2	Apply marketing principles and tools in digital contexts
3	Apply ethics to marketing campaign strategies
Discipline Specific Skills and Knowledge:	
4	Explain the importance of marketing in the success of an organisation
5	Analyse success of responsible marketing campaigns
Personal and Key Transferable/ Employment Skills and Knowledge:	
6	Contextualise the fundamental role of marketing in the digital age
7	Utilise key terms and language with confidence in an academic and applied sense
8	Collaborate with a variety of stakeholders
9	Develop digital skills

SYLLABUS PLAN – summary of the structure and academic content of the module
The content of this module is delivered in four chapters. 1. Marketing Fundamentals: Core Principles, Marketing Mix, Customer Relationship Management 2. Digital Marketing fundamentals: Marketing Remix, Traffic Building, Digital Models and Customers

3. Strategy Development: Management, Digital Marketing Plan, SOSTAC, Designing Digital Experiences

4. Implementation and Practice: Application and Evaluation

LEARNING AND TEACHING					
LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)					
Scheduled Learning and Teaching activities	**60**	Guided independent study	**140**	Placement/study abroad	**0**

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS		
Category	Hours of study time	Description
Teaching in class	60	Teacher led delivery, student activities and engagement
Guided independent learning	100	Set homework to support class delivery and extend learning
Assessment work	40	Individual and group work, applying knowledge from teaching and independent learning

ASSESSMENT					
FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade					
Form of Assessment		Size of the assessment e.g., duration/length		ILOs assessed	Feedback method
Summary of weekly readings		200 words		1,2,3,4,5,6,7	By Teams Assignment format; Written
Class seminars		15 mins		1,2,4,8	Verbal
SUMMATIVE ASSESSMENT (100% of credit)					
Coursework	70%	Written exams	0	Practical exams	30%

DETAILS OF SUMMATIVE ASSESSMENT				
Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Research Presentation	30	10 Slide Deck with notes	7,8	Verbal and written
Creation of Media and Strategy	30	Group Report 1000 words	6,7,8,9	Verbal (from peer groups) and written
Report	40	Individual Report 2000 words	1,2,3,4,5	Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)			
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Presentation and Strategy	Report – 2000 words	6,7,8,9	Summer
Report	Report – 2000 words	1,2,3,4,5	Summer
RE-ASSESSMENT NOTES – reassessment will be weighted 50/50			

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Baines, O. et al (2017) Fundamentals of Marketing, Oxford University Press
- Chaffey, D. and Ellis-Chadwick, F. (2016) Digital Marketing Strategy, Implementation and Practice, Pearson 6th Edition
- Chaffey, D. and Smith, P.R., (2017) Digital Marketing Excellence, Routledge 5th Edition
- Hooley, G. et al (2017) Marketing Strategy and Competitive Positioning, Pearson 6th Edition

Web-based and electronic resources:

- Links to relevant College and University VLE pages will be updated when course is live.

Other resources:

- Journal of Consumer Marketing
- Journal of Digital and Social Media Marketing
- Guest speakers from university and local businesses

CREDIT VALUE	**20**	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	NA		
CO-REQUISITE MODULES	NA		
RCF LEVEL	4	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	**02.06.2021**	**LAST REVISION DATE**	20.08.2024
KEY WORDS SEARCH	**Marketing, Digital, Strategy, Digital Tools, Media**		

MODULE TITLE	Business Enterprise and Innovation				**CREDIT VALUE**	20
MODULE CODE	EXE1007		**MODULE CONVENOR**		**Erica Dean**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS	10	5	0		

DESCRIPTION – summary of the module content (100 words)
In this module, students will apply the contemporary notion of strategy and scenario planning to identify opportunities, and develop the skills to support social, economic, cultural and-or environmental transformation(s) in future thinking business. They will actively learn about models of basic business enterprise acumen, such as marketing and media, management, planning, customer relationship management, organisational performance, and growth. The role of intrapreneurship will be explored through case studies of innovation in both the public and private sectors.
MODULE AIMS – intentions of the module
This module explores the many and varied contexts in which entrepreneurship and innovation is practised around the world, with particular consideration of the role of the internet. You will be examining interesting case-based examples in a number of different geographic locations, industry sectors, technologies, and organisation types. There will be opportunities to discuss the implications for policy and practice and to develop your own thinking in this area. You will be introduced to the core concepts of innovation and entrepreneurship, using working definitions. You will focus on the skills required to build networks and to secure the necessary resources for an innovative, entrepreneurial venture. The module will culminate in a presentation of your own original entrepreneurial idea.
INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:
Module Specific Skills and Knowledge:
1 Explain and demonstrate innovation in both organisational and entrepreneurial contexts
2 Analyse the impact of entrepreneurship on a global scale
3 Present and evaluate an original and innovative entrepreneurial idea
Discipline Specific Skills and Knowledge:
4 Understand the role of innovation in the business environment
5 Evaluate the impact of entrepreneurship on the global business environment
Personal and Key Transferable/ Employment Skills and Knowledge:
6 Devise creative solutions to organisational issues
7 Use a range of media to present outcomes to different audiences
8 Communicate and present with confidence
9 Develop reflective skills and practice
SYLLABUS PLAN – summary of the structure and academic content of the module
Concepts of entrepreneurship – typologies, scales, intra/entre Types of entrepreneurial ventures – private, public, social enterprise Digital disruption – start/rise of online start-ups, cross sector entrepreneurship. Skills and characteristics – traits, backgrounds, influences, public figures Impact of entrepreneurship and small businesses – regional, national, and international Innovation – business, technology, society, commercialism

Protection – IPR, patents, copyrights, trademark, logo
Finance – forecasting, sources of finance, growth models
Business Canvas Model – developing the plan, value proposition.
Pitching – skills, negotiation tactics, contracts

LEARNING AND TEACHING					
LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)					
Scheduled Learning and Teaching activities	80	Guided independent study	120	Placement/study abroad	See notes for guidance

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS		
Category	Hours of study time	Description
Lectures	30	Theoretical aspects of innovation and enterprise
Group/individual tutorials	15	Development of entrepreneurial ideas
Guest speakers	15	Local and global entrepreneurs
Educational visits	20	Eden Project, Craft Fair, Demo Nights
Independent Study	120	Case studies, videos, development of pitches

ASSESSMENT					
SUMMATIVE ASSESSMENT (% of credit)					
Coursework	40%	Written exams	0	Practical exams	60%

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Digital portfolio of evidence	OneNote file	1,2,4,5,6,7	Annotated feedback
Peer elevator pitch	5 minutes	1,3,5,6,8	Peer feedback

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Digital Essay	40%	15 minutes (equiv 1000w)	1, 4, 6, 7	Written
Poster	20%	500 words	2, 5, 6	Written
Pitch & Evaluation	40%	20 minutes (equiv 1500w)	1, 3, 5, 6, 8, 9	Verbal & Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Digital Essay & Poster	Digital Essay – 1500 words)	1,2,4,5,6,7	Summer
Pitch and Evaluation	Recorded Pitch (Pitchdeck) – 20 mins (equiv 1500 words)	1,3,5,6,8,9	Summer

RE-ASSESSMENT NOTES – Digital essay will incorporate the poster elements in the re-assessment. Each element will be weighted 50%

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Burns, P. (2011) Entrepreneurship and small business: start-up, growth, and maturity. Palgrave Macmillan
- Collins, J. (2020) Beyond Entrepreneurship 2.0. Random House Business
- Drucker, P. (2014) Innovation and Entrepreneurship. Routledge
- Mariotti S. & Glackin, C. (2013) Entrepreneurship: starting and operating a small business. Pearson/Prentice Hall
- McQuivey, J. (2013) Digital disruption: unleashing the next wave of innovation. Amazon

Web-based and electronic resources:

- Links to relevant College and University VLEs will be updated when course is live.
- Osterwalder, A. (2021) A blueprint for entrepreneurship, TED [Online[Available at: https://www.ted.com/talks/alex_osterwalder_a_blueprint_for_entrepreneurship

Other resources:

- Forbes
- Global Entrepreneur Monitor
- Harvard Business Review
- Journal of Entrepreneurship
- Sunday Times Enterprise Guide

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	N/A		
CO-REQUISITE MODULES	N/A		
RCF LEVEL	4	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	**22.06.2021**	**LAST REVISION DATE**	20.08.2024
KEY WORDS SEARCH	**Enterprise, entrepreneur, innovation, start-up, intrapreneurship**		

MODULE TITLE	Project and Event Management				**CREDIT VALUE**	20
MODULE CODE	EXE1010		**MODULE CONVENOR**		**Victoria Walton**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS		5	10		

DESCRIPTION – summary of the module content (100 words)
This unit uses project management tools to enable planning of a range of small and large-scale events and different project types, from technical to research. Preparation, coordination, and management of resources, including physical, financial, and human, will lead to the successful implementation and evaluation of a business event. Emphasis will be on the use of appropriate and timely communication methods and media to a range of stakeholders, together with teamwork to create, plan, conduct and review an event. The module will examine the strategic value of successful projects and events to organisations. Legal considerations particularly regarding Health & Safety and online security of data will be analysed using case studies.

MODULE AIMS – intentions of the module
The aim of this module is to introduce students to Project and Event Management and to a range of planning, management and budgeting tools used in physical and online business events. The tools will include project management software. In particular, the course will link strategic objectives to operational planning and delivery. You will consider a range of important issues including communicating and directing a range of stakeholders, budgeting, change management and risk assessment. This will include identifying sources of funding and measurement of Return on Investment. Conducting an event is integral to the module. The aim is to create an understanding and response to the differences in planning and conducting events in a physical and digital medium. The student will review and gain and understanding of the relevant legislation and regulation in both physical and digital environments. You will identify meaningful measures of project or event success in meeting organisational, financial and delivery objectives by means of detailed post-project review.

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:	
Module Specific Skills and Knowledge:	
1	Develop project planning skills for both physical and digital events
2	Identify, use, and evaluate a range of tools and software for planning, budgeting, managing including change, and project and event evaluation
3	Identify relevant legislation and regulation for both physical and digital events and conduct appropriate risk assessment
4	Conduct and evaluate the effectiveness of an event including post event reviews
Discipline Specific Skills and Knowledge:	
5	Explain the value of linking business strategy and performance to the success of a project or event
6	Identify and recommend appropriate tools and models for a range of projects

Personal and Key Transferable/ Employment Skills and Knowledge:	
7	Identify and use a variety of communication methods
8	Collaborate with a range of external and internal stakeholders to achieve success

SYLLABUS PLAN – summary of the structure and academic content of the module
Different types of projects and events Strategic value of events and projects Physical and digital events- differences and similarities Event idea generation and selection Planning process, project life cycle and project structure, change management. Introduction to Project Planning models and tools e.g., Software packages incl Prince 2, Microsoft project, Gantt charts, Critical Path Analysis, Excel, Agile Using models and tools for business improvement – Agile, Change management models/theories. Different stakeholder requirements Legislation and regulation in different environments for events Identification of metrics for success Running an event, monitoring, and adapting to changing circumstances, resource control Review and evaluation

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)					
Scheduled Learning and Teaching activities	80	Guided independent study	120	Placement/study abroad	See notes for guidance

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS		
Category	Hours of study time	Description
Lectures	45	Face to Face content delivery
Tutorial	15	121/small group progress tutorial
Implementing Events	20	Preparation and Implementation of Events
Independent Activities	120	Team meetings, documentation, and research

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Events idea pitch	5 mins	1,5,8	Peer feedback
Individual log (OneNote)	200 words pw	All	Weekly commentary
Team discussion forums (Moodle)	1 page notes pw	All	Annotated

SUMMATIVE ASSESSMENT (% of credit)					
Coursework	100	Written exams		Practical exams	

DETAILS OF SUMMATIVE ASSESSMENT				
Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Poster	30	500 words	1,2,3,5,6,8	Approval form and peer
Portfolio of Evidence	40	1500 words (plus images)	1,2,3,5,6,7	Written feedback
Presentation and Review	30	20 mins (equiv 1000 words)	4,5,7	Verbal and Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Poster and Portfolio	Report – 2000 words	1,2,3,5,6,7,8	Summer
Presentation	Evaluation – 1000 words	4,5,7	Summer
RE-ASSESSMENT NOTES – report will carry 80% of reassessment mark with evaluation reflecting remaining 20%			

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Getz, D & Page, S.J. (2016) Event studies: theory, research, and policy for planned events. 3rd ed. London: Routledge
- Hayes, J. (2021) Theory of Change Management 6th ed. Red Globe Press
- Lock, D (2020) Project Management. 10th ed. London: Routledge
- Murray-Webster, R. (ed) (2019) APM Body of Knowledge 7th ed. APM
- Raj, R. Walters, P. & Tahir, R (2008) Events Management. SAGE

Web-based and electronic resources:

- Links to relevant College and University VLE pages will be updated when course is live.
- www.apm.org.uk
- Pmi.org

Other resources:

- Events Today
- International Journal of Project Management

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	NA		
CO-REQUISITE MODULES	NA		
RCF LEVEL	4	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	**15.06.21**	**LAST REVISION DATE**	20.08.2024
KEY WORDS SEARCH	**Events, Project Management, Planning, Implementation, Prince 2, Agile, Change**		

MODULE TITLE	Global Challenges				**CREDIT VALUE**	20
MODULE CODE	EXE2005		**MODULE CONVENOR**		**Deborah Kearney**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS	10	5	0		

DESCRIPTION – summary of the module content (100 words)
The module assesses how a range of industry sectors and individual organisations face the challenges and responsibilities of operating in a globalised business environment. Students will critically evaluate the changing economic, political, social, legal, and cultural environments in which businesses operate and the subsequent impact on their business operations and strategy. Students will gain skills in the use of data analysis to shape organisations and their strategy to take advantage of global trends, challenges, and opportunities to gain competitive edge.

MODULE AIMS – intentions of the module
The aim of this module is to introduce students to the impact of globalisation and international drivers of growth. You will particularly consider the impact of ubiquitous digital communications and technology to enhance supply chains, HRM, marketing and business operations. You will explore the challenges of the global trading environment including respect for differing business cultures, regulatory regimes, and consumer demand in developed and emerging markets. You will also consider future trends and how businesses will respond in a post growth economic environment. You will acquire the knowledge and skills to interpret and create information appropriate to the international business context.

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:	
Module Specific Skills and Knowledge:	
1	Identify and evaluate the influences and future trends driving international economic growth and globalisation
2	Analyse international business opportunities and challenges from a range of perspectives
3	Research and apply international market data to inform sustainable organisational planning and decision-making
Discipline Specific Skills and Knowledge:	
4	Understand the international business environment
5	Analyse global market data

Personal and Key Transferable/ Employment Skills and Knowledge:	
6	Demonstrate research skills using a wide range of global sources
7	Communicate ideas in a variety of formats

SYLLABUS PLAN – summary of the structure and academic content of the module

Evolution of globalisation
Economic bases for international trade – developing and post growth economy.
Protectionism and free trade - e.g., globalisation
International institutions/agreements – trade blocs etc
PESTLE factors in different international market sectors
International access to digital services, tools, and platform
Market entry into countries at different stages of development
Standardisation vs Adaptation
Future trends, challenges, and opportunities – links with influences on decision making and strategy.
External and internal influences on international strategic decision-making

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning and Teaching activities	70	Guided independent study	130	Placement/study abroad	See notes for guidance

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Lectures	45	Face to Face delivery
Tutorials	15	121/Group Tutorials
Educational Visits	10	E.g., Cadbury
Independent Reading and Activities	120	Specified reading and research activities

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Research presentations	20 min each	All	Peer marked
Weekly forum post	200 words per week	All	Peer commentary

SUMMATIVE ASSESSMENT (% of credit)

Coursework	100%	Written exams	0	Practical exams	0

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Essay	50	2,500 words	1,2,4,5,6,7	Written
Presentation and industry article	50	20 mins (equiv) 1000 words	2,3,6,7,8	Written and peer marked

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)			
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Essay	Essay – 2500 words	1,2,4,5,6,7	Summer
Presentation	Presentation – 20 mins (equiv 1000 words)	2,3,6,7,8	Summer
RE-ASSESSMENT NOTES – Equal weighting for reassessment			

RESOURCES
INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.
Basic reading: • Daniels, J, Radebaugh, L. & Sullivan, D. (2018) International Business, Global Edition 16th ed. Harlow: Pearson • Firth, L. (2012) Globalisation and trade. Independence • Peng, M. & Meyer, K (2019) International Business, 3rd ed. Cengage Learning EMEA • Reinert, K.A. (2017) The Handbook of Globalisation and Development, Edward Elgar Publishing Ltd • Worthington, I. Britton, C. & Thompson, E. (2018) The business environment: a global perspective. 8th ed. Harlow: Pearson Web-based and electronic resources: • Links to relevant College and University VLE pages will be updated when course is live. Other resources: • Economist • Financial Times • Forbes • Mintel, Kantar, Euromonitor • McKinsey, PWC, Deloittes, EY, KPMG global sector reviews

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	NA		
CO-REQUISITE MODULES	NA		
RCF LEVEL	5	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	**01.07.2021**	**LAST REVISION DATE**	**20.08.2024**
KEY WORDS SEARCH	**Globalisation, international regulatory environments, emerging markets, PESTEL, trading**		

MODULE TITLE	Business Strategy for Competitive Advantage				**CREDIT VALUE**	20
MODULE CODE	EXE2006		**MODULE CONVENOR**		**Daniel Twigger**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS	**10**	5	N/A		

DESCRIPTION – summary of the module content (100 words)
This module examines the importance of strategy to an organisation to gain an advantage over its competitors. It enables you to analyse the internal and external environment, consider organisational barriers to change as well as the drivers which create and sustain a competitive advantage. It further empowers you to formulate strategic direction and follow through with its implementation.
MODULE AIMS – intentions of the module
This module provides you with learning opportunities and knowledge to become a strategic thinker. You will be able to articulate what must be done in the short, medium, and long-term for maximum organisational development. Furthermore, you will know how to craft strategy and improve growth and performance over time. First, you will identify factors which influence a company's ability to create a competitive advantage. Second, you will analyse how to design a company's internal activity base to increase its value creation and capture. Third, you will study how a company sustains its advantage.
INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Identify and apply appropriate analytical tools to authentic problems
2	Evaluate and recommend strategic options to a business scenario
Discipline Specific Skills and Knowledge:	
3	Evaluate impact of external environmental forces and internal stresses
4	Analyse and interpret a range of data to inform strategic options
Personal and Key Transferable/ Employment Skills and Knowledge:	
5	Develop employability through analysis toolkit
6	Enhance ability to analyse complexity through critical thinking and problem solving
7	Collaborate in teams

SYLLABUS PLAN – summary of the structure and academic content of the module
This module is developed to cover the following content: Goals, Mission, and Vision Business Strategy Corporate Strategy Global Strategy Industry Data Analysis Competitive Advantage and Strategic Positioning Value Chain Analysis Resources and Capabilities

Strategic Options Generation

LEARNING AND TEACHING					
LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)					
Scheduled Learning and Teaching activities	**60**	Guided independent study	**140**	Placement/study abroad	**0**

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS		
Category	Hours of study time	Description
Teaching in class	60	Teacher led delivery, student activities and engagement
Guided independent learning	120	Set homework to support class delivery and extend learning
Assessment work	20	Individual and group work, applying knowledge from teaching and independent learning

ASSESSMENT					
FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade					
Form of Assessment		Size of the assessment e.g., duration/length	ILOs assessed	Feedback method	
Synopsis of readings – weekly		200 words pw	1,2,3,4,7	By Teams Assignment format Written	
Class discussions and targeted questioning		At end of session	6,8	Plenary Verbal and Written	
SUMMATIVE ASSESSMENT (100% of credit)					
Coursework	70%	Written exams	0%	Practical exams	30%

DETAILS OF SUMMATIVE ASSESSMENT				
Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Research Presentation	30	10-minutes Group Presentation	1,2,7	Verbal and written
Analytical Report	70	Individual Report 3000 words	1,3,4,5,6	Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)			
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Presentation	Reflective Evaluation (1,000 words)	1,2,7	Summer
Report	Report (3,000 words)	1,3,4,5,6	Summer
RE-ASSESSMENT NOTES – weighting will be 30/70 as per original assessment.			

RESOURCES
INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.
Basic reading: • Grant, R.M. (2015) Contemporary Strategy Analysis: Text and cases edition 9th ed, John Wiley and Sons • Johnson, G., Whittington R., Scholes, K., Angwin, D. & Regner. P (2017) Exploring Strategy text and cases 11th ed, Pearson Higher Ed • Johnson, G., Whittington R., Scholes, K., Angwin, D. & Regner. P (2020) Fundamentals of Strategy 5th ed, Prentice Hall • Porter, M.E. (2004) Competitive Advantage: Creating and Sustaining Superior Performance, Export ed, Free Press • Porter, M.E. (2004) Competitive Strategy: Techniques for Analyzing Industries and Competitors, Export ed, Free Press • Rumelt, R. (2018) Good Strategy Bad Strategy, Profile Books • Thompson, A., Peteraf, M., Gamble, J & Strickland, A. (2021) Crafting and Executing Strategy 23rd ed, McGraw Hill Web-based and electronic resources: • Links to relevant College and University VLE pages will be updated when course is live. Other resources: • Harvard Business Review • The Economist

CREDIT VALUE	20	**ECTS VALUE**	**10**		
PRE-REQUISITE MODULES	N/A				
CO-REQUISITE MODULES	N/A				
RCF LEVEL	5	**AVAILABLE AS DISTANCE LEARNING**		No	
ORIGIN DATE	**02.06.2021**	**LAST REVISION DATE**		**23/08/2021**	
KEY WORDS SEARCH	**Strategy, macro environment, SWOT, PESTEL, external forces, competition**				

MODULE TITLE	Organisational Behaviour and Leadership	**CREDIT VALUE**	20
MODULE CODE	EXE2008	**MODULE CONVENOR**	**Daniel Twigger**

DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS		5	10		

DESCRIPTION – summary of the module content (100 words)

This module will provide students with the theory and understanding to appraise different modes of organisational change, their drivers, the response of the workforce and other key stakeholders. Students will also develop an understanding of the role of leaders in organisational growth and development, including cultural and structural change. Using relevant models of team development, students will analyse the impact of organisational behaviour on an individual and team level as well as the wider organisation.

MODULE AIMS – intentions of the module

Through the use of theoretical models and case studies, this module will introduce students to the concepts of leadership and management, organisational culture, and team development. You will have the opportunity to explore and critique behavioural, cognitive, and humanistic theories of change and development, to enable you to effectively evaluate the best leadership approach to manage this. Throughout the module you will be required to synthesise the differing theories to understand how they inter-relate to reflect a successful organisation.

INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed)
On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Analyse the influence of internal and external factors on individual, team, and organisational behaviour
2	Evaluate how internal and external factors influence team development
3	Demonstrate an understanding of how leadership inter-relates with culture and structure
4	Critically evaluate the effectiveness of leadership within a selected organisation, using organisational behaviour concepts to measure success
Discipline Specific Skills and Knowledge:	
5	Develop skills and understanding of the key influences which affect the behaviour of individuals, teams, and organisations.
6	Identify appropriate leadership approaches for different organisational scenarios.
Personal and Key Transferable/ Employment Skills and Knowledge:	
7	Collaborate effectively on a team activity
8	Apply theories and models to practice

SYLLABUS PLAN – summary of the structure and academic content of the module

Concepts and theories of organisational behaviour – motivation, structure, leadership, influences
Organisational culture – internal/external, theories e.g., Hofstede, Schein, Handy, influences
Leadership – difference from management, theoretical approaches e.g., continuum, transactional/transformation, control, and sources of power e.g., French & Raven
Influences of politics (e.g., organisational politics and impact upon structural/organisational change)
Behavioural psychology (e.g., emotional intelligence and soft skills; task vs relationship leadership and psychodynamic approach to behaviour)
Different types of organisational teams, team dynamics and teamwork
Team theories – e.g., Tuckman, Blanchard, Belbin etc

LEARNING AND TEACHING

LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)

Scheduled Learning and Teaching activities	60	Guided independent study	140	Placement/study abroad	See notes for guidance

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS

Category	Hours of study time	Description
Lectures	45	Live lectures which will also be recorded
Tutorial	15	Academic 1:1 and class wide tutorials
Independent study	140	Research, engagement with VLE and reading.

ASSESSMENT

FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Online assessments	Between 10 and 20 questions	1,2,4,5	Electronically marked
Forum and Discussion Board posts	200 words pw	All	Peer and lecturer assessed
Role play	Ten minutes, where appropriate	3,6,7,8	Peer and lecturer assessed

SUMMATIVE ASSESSMENT (% of credit)

Coursework	50%	Written exams	50%	Practical exams	

DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Team seminar	25%	25-minute (equiv 1000 words each)	3,5,7	Observation Record
Journal article	25%	1000 words	1,2,8	Written
Open book exam	50%	2 hour open book exam	1,2,4,5,6,8	Grade sheet

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Seminar & Article	Presentation slides, speaker notes and evaluation – (20 mins – 2000 words)	1,3,4,5,7,8	Summer
Open book exam	Open book Exam – (2 hours)	1,2,5,6,8	Summer
Reassessment notes – coursework and exam will have 50/50 weighting			

RESOURCES
INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.
Basic reading: • Adair, J. (2021) The Concise Adair on Leadership. 2nd ed. Thorogood Publishing Ltd • Argyris, C. (2012) Organizational traps: leadership, culture, organizational design. Oxford University Press • Bratton, J. et al, 2010. Work and Organizational Behaviour. 2nd ed Basingstoke: Palgrave Macmillan • Buchanan, D.A., Huczynski, A. (2019) Organizational behaviour. 10th ed. Harlow, England: Pearson • Handy, C. (2020) Gods of Management: The Four Cultures of Leadership. Profile Books • Mullins, L.J. and Christy, G., (2016) Management & organisational behaviour. 11th ed Harlow: Financial Times Prentice Hall. • Robbins, S.P. & Judge, T. (2018) Essentials of Organizational Behaviour, 14th ed. Harlow: Pearson Web-based and electronic resources: • Links to relevant College and University VLE pages will be updated when course is live. • MIT (2011) Edgar Schein on Corporate Culture. Available at: www.youtube.com/watch?v=6ZB3jJlGWuk (Accessed: 28 June 2021). Other resources (Journals and Radio Programmes) • Harvard Business Review • BBC (2007 to 2021) In Business (Link to all episodes). Available at: https://www.bbc.co.uk/programmes/b006s609/episodes/player (Accessed: 29 June 2021)

CREDIT VALUE	20	**ECTS VALUE**	**10**		
PRE-REQUISITE MODULES	N/A				
CO-REQUISITE MODULES	N/A				
RCF LEVEL	5	**AVAILABLE AS DISTANCE LEARNING**		No	
ORIGIN DATE	**26.06.2021**	**LAST REVISION DATE**		**20.08.2024**	
KEY WORDS SEARCH	**Organisational behaviour, leadership, transformation, culture, teams**				

MODULE TITLE	Corporate Environmental and Social Management				**CREDIT VALUE**	20
MODULE CODE	EXE2007		**MODULE CONVENOR**		**Erica Dean**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS	0	5	10		

DESCRIPTION – summary of the module content (100 words)
Climate change, pollution, inequalities, and ethical sourcing are all topics covered within this unit. Students will investigate sustainable development in business and the balance of political, economic, social, and environmental issues affecting modern organisations from a national and global perspective. After exploring the interactions between human activity and the environment alongside concepts of sustainable development, learners will develop an understanding of the advantages of a proactive response to social and environmental issues.
MODULE AIMS – intentions of the module
The aim of this module is to introduce students to the growing expectation of businesses to go beyond their legal requirements in their operations due to a growing social and stakeholder awareness of business ethics and worldwide sustainable development. Starting with the history of interaction between society and the environment, and the subsequent concepts and policies developed regarding sustainable development, you will engage with case studies and role plays to develop an understanding of the advantages and challenges facing a business in the proactive response to social and environmental issues.
INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Analyse the development of regional, national, and international policies relating to ethical practices and sustainability in business
2	Evaluate the effectiveness of corporate strategy relating to CESM
3	Justify recommendations for future strategies of CESM
Discipline Specific Skills and Knowledge:	
4	Explain the role of business in wider global sustainable development objectives
5	Identify the conflicting demands of stakeholders of a business
Personal and Key Transferable/ Employment Skills and Knowledge:	
6	Conduct research into business activities using a wide range of sources
7	Evaluate the reliability of different sources for in terms of validity and bias
8	Contribute to the wider drive for a sustainable world as an informed global citizen

SYLLABUS PLAN – summary of the structure and academic content of the module
Societal growth boom – population, depletion, pollution; social awareness of climate change and movements (e.g., Extinction Rebellion) Regional policies – local authority sustainability targets National policies – government papers and strategies, agencies

Global policies – Montreal Protocol, Brundtland report, Rio Earth Summit, G7, Fair Trade, UN SDGs
Theoretical concepts – Kantian principles, Stakeholder, Cengage, Triple Bottom Line, Pyramid of CSR
Economic concepts – doughnut economics (linked to SDGs), circular economy, post growth economics.
Legislation - Employment and Equality legislation, ISOs
Commercial impact – benefits/drawbacks, functional impacts (marketing, operations, finance, sales)

LEARNING AND TEACHING					
LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)					
Scheduled Learning and Teaching activities	60	Guided independent study	140	Placement/study abroad	See notes for guidance

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS		
Category	Hours of study time	Description
Lectures	45	Face to Face content delivery
Tutorial	15	121/small group progress tutorial
Independent Reading and Activities	120	Set reading and signposted activities

ASSESSMENT			
FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade			
Form of Assessment	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Weekly discussion forums	200 word post per topic	All	Peer commentary

SUMMATIVE ASSESSMENT (% of credit)					
Coursework	80	Written exams		Practical exams	20

DETAILS OF SUMMATIVE ASSESSMENT				
Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Group Presentation	20	Equiv 500 words pp	1,4,6	Observation record and peer feedback
Business Report	80	3000 words	2,3,5,6,7	Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)			
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Presentation and Report	Report – (3500 words)	All	Summer

RE-ASSESSMENT NOTES – All learning outcomes will be covered in referral coursework as 100%

RESOURCES
INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.
Basic reading: • Blowfield, M. & Murray, A. (2019) Corporate Social Responsibility 4th ed. Oxford: Oxford University Press • Crane, A., Matten, D., Glozer, S. & Spence, L. (2019) Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization 5th ed. Oxford: Oxford University Press • Raworth, K. (2018) Doughnut Economics: Seven ways to think like a 21st Century Economist, Random House Business Web-based and electronic resources: • Links to relevant College and University VLE pages will be updated once the course is live • Tepper, T (2020) Milton Friedman On the Social Responsibility of Business, 50 Years Later, Forbes, [Online] Available at: https://www.forbes.com/advisor/investing/milton-friedman-social-responsibility-of-business/ (Accessed 01/07/2021) Other resources: • International Journal of Corporate Social Responsibility

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	N/A		
CO-REQUISITE MODULES	N/A		
RCF LEVEL	5	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	**01.07.2021**	**LAST REVISION DATE**	**20.08.2024**
KEY WORDS SEARCH	**CSR, ethics, SDGs, social, policy**		

MODULE TITLE	Sustainable Operations Management				**CREDIT VALUE**	20
MODULE CODE	EXE2009		**MODULE CONVENOR**		**Deborah Kearney**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS	**0**	5	10		

DESCRIPTION – summary of the module content (100 words)
This module examines concepts of sustainability and social responsibility in relation to how different organisations manage their operations. It explores key management themes, operations management processes and responsibilities, and enables students to acquire strategies and tools to harness maximum efficiency in processes against a backdrop of multiple uncertainties. It goes further to discuss disruptive innovations and technologies and how these redefine existing operational models.
MODULE AIMS – intentions of the module
This module provides you with learning opportunities and knowledge to critique management operations. You will be able to interpret different approaches to operations management and articulate what must be done in the short and medium-term within the organisation to maximise operational efficiency whilst embedding sustainable practices. You will explore how logistics and supporting activities are managed to facilitate the core operations of a business, considering where ethical or green initiatives can be recognised and/or implemented. You will examine legal and political frameworks that are driving changes in operations management, including technological advancements, reducing carbon footprints, and enhancing lives within supply chain countries.
INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Understand major theories, concepts, and practices of sustainable operations management
2	Evaluate good practice in implementing lean and agile models of manufacturing and distribution of products and services
3	Analyse the impact of conflicting stakeholder interests in operational design and implementation
Discipline Specific Skills and Knowledge:	
4	Evaluate and analyse complex operations environments
5	Recognise implications of the sustainability agenda on the need for strategic change
6	Demonstrate the ways in which quality is managed in service and manufacturing operations
Personal and Key Transferable/ Employment Skills and Knowledge:	
7	Collaborate and work in teams
8	Create appropriate documentation to capture operational excellence

SYLLABUS PLAN – summary of the structure and academic content of the module
This module is developed to cover content under the following headings: Operations in the business environment – ethical supply chain management, agile, employment, R&D Theories of Operations and Operations Management - six sigma, lean production, queuing theory Operations Management Approaches - Quality management systems - TQM, JIT, Kaizen Operations Management Functions – Control and distribution, supply and demand, sustainable product design, process design, capacity management, inventory control.

Delivery of operational plans, including setting KPIs and monitoring performance against plans – visual and statistical Sustainability and its impact on Operations – transformation projects, Agenda 21, SDGs Frugal Innovation – lean production, recycling, regenerative operation

LEARNING AND TEACHING					
LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)					
Scheduled Learning and Teaching activities	**60**	Guided independent study	**140**	Placement/study abroad	**0**

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS		
Category	Hours of study time	Description
Teaching in class	60	Teacher led delivery, student activities and engagement
Guided independent learning	100	Set homework to support class delivery and extend learning
Assessment work	40	Individual and group work, applying knowledge from teaching and independent learning

ASSESSMENT					
FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade					
Form of Assessment		Size of the assessment e.g., duration/length		ILOs assessed	Feedback method
Summary of readings		200 words pw		1,2,3,4,5,6	Written
Class discussions		At end of session		7,8	Verbal and Written
SUMMATIVE ASSESSMENT (100% of credit)					
Coursework	50%	Written exams	0	Practical exams	50%

DETAILS OF SUMMATIVE ASSESSMENT				
Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Presentation	50	20 minutes (equiv 1200 words)	1,2, 6,7,8	Verbal and written
Report	50	Individual Report (2500 words)	3,4,5,6	Written

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)			
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Presentation	Presentation (20 minutes – 1200 words)	1,2,6,7,8	Summer
Report	Report (2,500 words)	3,4,5,6	Summer

RE-ASSESSMENT NOTES – Balanced 50/50 as per original assessment

RESOURCES

INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.

Basic reading:

- Hill, A. and Hill, T. (2018) Essential Operations Management, 2nd Edition, London: Palgrave
- Oakland, J.S Oakland, R.J. & Turner, M.A. (2020) Total Quality Management and Operational Excellence: Text with Cases. 5th ed. London: Routledge
- Slack, N. and Brandon-Jones, A. (2019) Operations Management, 9th Edition Harlow: Pearson

Web-based and electronic resources:

- Links to College and University VLE resources will be made available when course is live.

Other resources:

- Journal of Operations Management
- International Journal of Operations and Production Management

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	N/A		
CO-REQUISITE MODULES	N/A		
RCF LEVEL	5	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	**02.06.2021**	**LAST REVISION DATE**	**20.08.2024**
KEY WORDS SEARCH	**Sustainability, operations, lean, agile, six sigma, TQM, JIT**		

MODULE TITLE	Business Research Project				**CREDIT VALUE**	20
MODULE CODE	EXE2010		**MODULE CONVENOR**		**Chris Frankland**	
DURATION	**TERM**	**1**	**2**	**3**	**Number Students Taking Module (anticipated)**	**15**
	WEEKS	10	10	5		

DESCRIPTION – summary of the module content (100 words)
This module offers learners the opportunity to engage in sustained research in a specific field of study. Learners will identify a business topic from which to develop a research theme, aims and objectives to then inform plans for both secondary and primary research to be undertaken, drawing on the relevant ethical guidelines. Upon completion of the research, learners will present outcomes, in both written and verbal formats and reflect upon the process and their engagement.
MODULE AIMS – intentions of the module
The aim of this module is to introduce students to research methodologies and approaches in a business context. Using case studies and/or a live business topic, students will be taught how to plan and implement meaningful research and conduct a literature review. Students will be introduced to a variety of outputs including reports, presentations, and academic posters. Using frames of evaluation, students will be encouraged to consider their own learning process and performance alongside the value of their output for the selected business and wider research community.
INTENDED LEARNING OUTCOMES (ILOs) (see assessment section below for how ILOs will be assessed) On successful completion of this module, **you should be able to**:

Module Specific Skills and Knowledge:	
1	Examine, identify, and apply appropriate research methodologies and ethical requirements to a selected research project
2	Conduct and analyse research relevant to a business research project
3	Communicate the outcomes of a research project to a variety of stakeholders
4	Evaluate the use of research methodologies and concepts
Discipline Specific Skills and Knowledge:	
5	Analyse the relevance of research to a selected business
6	Recommend justifiable future actions for a business
Personal and Key Transferable/ Employment Skills and Knowledge:	
7	Demonstrate problem-solving skills
8	Communicate effectively to different audiences
9	Understand the importance of research ethics
10	Demonstrate reflective practice

SYLLABUS PLAN – summary of the structure and academic content of the module
Identifying a research project – rationale, existing literature Developing a proposition – philosophy, methodology (Saunders etc), aims, objectives, ethics. Literature review – conceptualisation, context, benchmarks, validity of sources Theoretical frameworks – qualitative, quantitative, mixed method

Process – phases, sampling, development of primary methods, data analysis Designing outputs – stakeholder requirements, communication methods Evaluation – reflective cycle, performance and output, critical recommendations

LEARNING AND TEACHING					
LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)					
Scheduled Learning and Teaching activities	60	Guided independent study	140	Placement/study abroad	See notes for guidance

DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS		
Category	Hours of study time	Description
Lectures	30	Face to Face content delivery
Tutorial	30	121/small group progress tutorial
Independent Reading and Activities	140	Engagement in research process

ASSESSMENT					
FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade					
Form of Assessment		Size of the assessment e.g., duration/length		ILOs assessed	Feedback method
Draft proposal		500 words		1, 5	Verbal feedback
Draft literature review		500 words		1, 2, 5	Written feedback
Data Analysis presentation		5 minutes		2, 3, 7, 8	Verbal and peer feedback
Poster Design Pitch		5 minutes (100 words)		3, 4, 5, 6, 8	Verbal and peer feedback
SUMMATIVE ASSESSMENT (% of credit)					
Coursework	85%	Written exams		Practical exams	15%

DETAILS OF SUMMATIVE ASSESSMENT				
Form of Assessment	% of credit	Size of the assessment e.g., duration/length	ILOs assessed	Feedback method
Proposal and Ethics Form	15	1000 words	1, 5, 7, 9	Approval form
Research Report	70	3500 words	2, 3, 5, 6, 8,9,10	Annotated feedback
Research Poster	15	500 words	3, 5, 6, 8	Stakeholder feedback forms

DETAILS OF RE-ASSESSMENT (where required by referral or deferral)			
Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Proposal and Ethics Form	Proposal and Ethics Form (1,000 words)	1,5,7,9	July
Report, Poster, and Evaluation	Report (4,000 words)	2,3,4,5,6,7,8,9,10	Summer

RE-ASSESSMENT NOTES – Outputs of research will be condensed into one evaluative report output of 4000 words = 85%. Proposal and ethics form will = 15% as per original assessment.

RESOURCES
INDICATIVE LEARNING RESOURCES - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convenor.
Basic reading: • Cottrell, S. (2014) Dissertations and Project Reports: A Step by Step Guide. Red Globe Press • Cresswell, J.W. (2018) Research Design; qualitative, quantitative, and mixed methods approaches 5th ed, Sage Publications • Dawson, C. (2019) Introduction to Research Methods 5th ed, Robinson • Hewson, C. (Vogel, C.M. & Laurent, D. (2016) Internet research methods 2nd ed, SAGE • Saunders, M. Lewis, P & Thornhill, A. (2015) Research Methods for Business Students 7th ed, Harlow, Pearson Web-based and electronic resources: • Links to relevant College and University VLE pages will be updated when course is live. Other resources: • International Journal of Quantitative and Qualitative Research

CREDIT VALUE	20	**ECTS VALUE**	**10**
PRE-REQUISITE MODULES	NA		
CO-REQUISITE MODULES	NA		
RCF LEVEL	5	**AVAILABLE AS DISTANCE LEARNING**	No
ORIGIN DATE	**26.06.2021**	**LAST REVISION DATE**	**20.08.2024**
KEY WORDS SEARCH	**Research, methodology, literature review, qualitative, quantitative, sampling, evaluation, report, dissemination**		

SUBMISSION OF ASSESSED WORK

10.1. Submission of Assessed Work

All work must be submitted via Moodle as directed by each unit lecturer; most assessments will be via the Turnitin method. You will receive more guidance on Turnitin during your induction.

Please note that failure to submit work by the specified date and time will result in the work not being assessed and a decision for referral or repeat being made at the Award Board at the end of the year.

If you have a valid reason for being unable to submit your work by the specified date, you should follow the college Extenuating Circumstances procedure and assume a new deadline of an additional 10 working days.

Please see the University Level Hub on Moodle for further details and guidance;
https://moodle.exe-coll.ac.uk/course/view.php?id=1349

RETURN OF ASSESSMENT AND FEEDBACK

10.2. Return of Assessment and Feedback

Marked work and feedback will be returned to you within 15 working days as per College Policy. You will receive written feedback and will have the opportunity to discuss this feedback with the unit lecturer. You are expected to reflect on this feedback and plan to include points for development in future submissions.

If you do not achieve a Pass in any assessment, the Award Board will consider this, and you will receive direction regarding any referral or resubmission you may be required to do; this is likely to take place over the summer period. You will receive further guidance on this if, and when, required later in the academic year.