

MSc in Business Management

(Wednesday 22nd August, 2007)

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I. PROGRAMME EVALUATION DOCUMENT

1. Context leading to the new programme's development

The demand for postgraduate courses has been rising in the UK and one conservative estimate is that the overall market has expanded by some 21% over the four years from 1997-2004 (Sastry, 2004). The demand for postgraduate courses has increased at a much faster rate (41%) than for undergraduate courses (8%) from 1999-2004 (Barber, L. *et. al.* 2004) The Graduate Prospects website (www.prospects.ac.uk) contains details of 19,000 research and taught courses in 2005 compared with 15,000 in 2001 (a 26% increase). Demand also appears to be particularly prominent in business-related subjects with one survey indicating that business and management courses attract some 40% of students seeking postgraduate qualifications (QS Research, 2006)

This MSc has been formulated in the light of this increasing demand evidenced at the international, national and regional level (*see also* pp. 6-8)

The proposal has been developed by the Business Management team which has a substantial track record in delivering high quality undergraduate courses in Business and Management since 1994. The suite of business courses includes a BA in both single and combined honours, a specialised 'top-up' degree for those qualified with a merit profile at HND level, two Foundation degrees and a very successful *MA Management of Contemporary Global Issues*. The team secured a score of 22 in the QAA Subject Review in 2001 and recent external examiners' reports have favourably commended the standard of undergraduate provision over the years. A detailed evaluation of the group's activities is shown in the Annual Monitoring Report from which much of this information is taken. Please see <http://www2.winchester.ac.uk/bm/Document/AMR2006Business.doc>

In 2006, there were 71 graduates from the Business Management suite of programmes displaying the following profile:

Total	First	2(1)	2(2)	Third	Pass	Sub-degree
71	6	37	20	2	1	5
%	8.4	52.1	28.2	2.8	1.4	7.0

In the *National Student Satisfaction Survey, 2006* (<http://tqi.ac.uk>) final year students gave an overall rating of **4.3**. This was the highest score of the six universities in the local region who might be thought of as competitors. For every criterion, Winchester exceeded the average and was ahead of local competitors in all but two of the six constituent criteria (in which it was second only to Chichester)

References

Barber L, Pollard E, Millmore B, Gerova V (2004), *Higher Degrees of Freedom – The Value of Post Graduate Study* (IES and Sussex University) IES Report 410.

QS Research (2006), *QS Top Graduate Masters & PhD Applicant Survey-2006*.
<http://topgraduate.com>

Sastry, T. (2004), *Postgraduate Education in the United Kingdom*, London, Higher Education Policy Institute.

The *MA Managing Contemporary Global Issues* continues to recruit strongly with recent recruitment figures of 20+. This is taught at the Basingstoke campus of the University.

The group's research output had for several years been fairly constant at an average of 1.0 published output per staff member per year. However, it has shown a dramatic increase in 2006 due, in part, to the appointment of more research active staff and the involvement of group members in the QUBE (*Quality in Business Education*) HEFCE funded programme.

Summary Table of Research Outputs, 2001-2006

Types of output	2001	2002	2003	2004	2005	2006	Totals
Books, chapters	4	1	1	2	1	5	14
Published Conference proceedings	0	7	6	3	5	6	27
Journals	7	6	3	4	2	7	29
Other presentations	2	5	3	4	4	8	26
Totals	13	19	13	13	12	26	96

Two members of the group (Professor Mike Hart, Dr. David Rush) have recently been awarded a £30k contract by the Higher Education Academy to research '*strategies for the implementation of 'transformative quality' at sub-institutional level*' due for completion by August, 2007

The Group's Strategy

The Business Management group has in place a Strategic Plan for developments between 2005-2010. Two of the critical success factors in this plan are to:

- Increase the annual intake of full time/part time postgraduate students to 30 FTE over the plan period.
- Seek to recruit and serve an increasing number of our students from overseas countries.

It has been apparent over some years that there is a need to broaden the current portfolio of Masters programmes, including those that would strengthen international recruitment. The University's *Strategic Plan 2005/06 to 2010/11* has as part of its vision to promote global awareness (*ibid.p.1*). Its strategic aims and targets include achievement of:

- significant growth in the area of taught postgraduate provision (2.2)
- substantial growth in the number of international students (2.10.1)
- expansion of the number of international students studying postgraduate taught Masters by developing new programmes targeted at international markets (2.10.2).

It is also an aspiration of the group to be designated the 'Winchester Business School', a concomitant of which is that staff should be located in proximity to each other in one building.

Contacts are quite frequent between members of the group and the Association of Business Schools (via research-generated links) and it is intended to seek membership of this Association shortly. At the same time, members of the group attend relevant meetings of the

Higher Education Academy's subject interest group (Business, Management, Accountancy and Finance) hosted at Oxford Brookes University.

Consultations with individuals and institutions undertaken to refine the proposal

Internal

Dr. Paul Sheeran	Programme Director MA Managing Contemporary Global Issues
Ross Catterall	<i>(former)</i> Programme Director MA International Business MA International Business Economics Anglia Ruskin University <i>(currently)</i> External Examiner MSc Banking and Finance Glasgow Caledonian University)
Dr. Philip Cardew	<i>(former)</i> Director of Quality University of Winchester <i>(currently)</i> Pro Vice Chancellor South Bank University

External

Julie Newlan	HOD Marketing and Tourism University of Hertfordshire
Brian Kemp	Management Studies College of Estate Management, Reading University
Professor Dan Remenyi	Visiting Professor Trinity College, Dublin
<i>Contacts with</i>	Bournemouth Business School Portsmouth Business School

Arising from this process a significant number of issues arose and were taken into account in the shaping and refining of the proposal.

It is to be noted that the points listed below were made by a number of persons and /or documents contributing to the process, rather than a single source only.

- The needs and starting points of both cognate and non cognate students to be recognised in the programme delivery and resources allocated.
- The programme must be concerned with 'employability' including the interrelationship of theory and practice, and the development of business related skills.
- The International and global dimensions of business management should permeate the programme
- Recognition of the impact on teaching and learning of cultural differences, and English as a second language.
- Need to develop a collaborative culture within the student cohort
- The use of innovative means of assessment whilst retaining the appropriate rigour
- Creating a 'Business Like Culture' throughout the operation of the programme
- Develop opportunities for students to engage in 'real business problems'
- A 'high intensity engagement' of students is preferable to traditional 'taught programme' approach. It should include a diverse and rich mixture of learning strategies

- Programme taught modules that are delivered by a team but coordinated by a nominated module leader
- ‘Blended Learning’ is more than adding ICT to traditional methods of teaching and Learning
- The need to incorporate the ethical dimensions of Business Management throughout the programme.
- The need to support non cognate students, particularly in the early stages of the programme, whilst maintaining a concern for the development of cognate students
- Postgraduate students expect visible signs that they are being treated differently to undergraduates and in particular express the need for a postgraduate base room
- Programmes with a diverse range of students are demanding on resources to support students, both academic and pastoral.

And most importantly

- Increasing competition amongst both UK and overseas HEIs will demand relevant, high quality programmes at a competitive price.

2. Contribution of the new programme to the Faculty’s provision

The proposed programme will:

- add to the range of taught Masters programmes offered within the faculty
- provide a suite of taught Business Management programmes offered by the Business Management group that range from Foundation to Masters degree.
- complement the *MA Management of Contemporary Global Issues*, *MA International Communication*, and *MSc Health Informatics*. All of these programmes are located, at least in part, in the management field. It should be noted that a number of designated option modules in this submission are validated modules offered on these existing programmes. The proposed programme also shares with these programmes an international agenda as a clear and distinctive focus.

2.1. Connection with existing Masters programmes

The new programme will share some optional modules with the *MA Managing Contemporary Global Issue*, the *MSc Health Informatics* and with the recently validated *MA International Communication* and will thus be a means of widening the Faculty’s provision in a resource-efficient way.

2.2. Marketing issues

Review of market and market opportunities – International level

- Evidence of the demand for overseas markets was sought from the University International Development Officer. His research and overseas visits confirm that there is a continuing demand for postgraduate taught awards from undergraduates of many overseas countries. The overwhelming demand from non science/engineering graduates is for Business and Management related programmes. Programmes that include internships, real world business problems, and other ‘real world’ links are particularly popular with potential overseas students. The size and ethos of Winchester was also regarded as a significant advantage in the market overseas.

Review of market and market opportunities – National level

- The Higher Education Statistics Agency data shows that full-time postgraduate business students have more than doubled from 17,271 in 1998/99 to 38,720 in 2004/05. (whilst in the same period the growth of part-time students was approx 25%). The continuation of this trend was subsequently supported by evidence presented at the Conference ‘New Directions in Business and Professional Education’ June 2006. (it was also noted that whilst demand would continue to grow, the competition amongst providers would also grow significantly, with resulting pressures on quality and cost)
- A review of current postgraduate Business programmes offered at other universities in the UK showed a significant growth in MSc/MA programmes many offered with a specific international focus. A subsequent review of a selection of programmes across the UK showed a number of common factors
 - offered to holders of cognate and non cognate first degrees
 - students offered choice of ‘generalist’ or ‘specialist’ award
 - minimum English language requirement of IELTS 6.5.
 - emphasis on the total learning experience, both inside and outside the formal teaching programme.
- A meeting was held with Phil Cardew, the former Dean of Quality (and currently PVC at South Bank University). Arising from both his experience at Winchester and his time at the QAA, he was able to offer a number of valuable observations and pointers.
 - there is a growing market in postgraduate business programmes for recent cognate and non cognate first degree holders
 - the MBA market is crowded and is not appropriate for recent UK/overseas undergraduates¹
 - the creation of a business management framework has many advantages as it offers student choice and allows for development and growth in the future
 - programmes should incorporate the possibility of APEL
 - whilst most of the students on an MA/MSc programme are likely to be classified as ‘career entry’, i.e. recently graduated and without significant business experience, a minority may be part-time and will be seeking ‘career development’ and thus their needs and expectations will be different.

The QAA benchmark statement *Masters awards in business and management* is currently under review. However, the current document clearly indicates the level of both intellectual and business skills development that should take place and the core content that should be included. A clear delineation is drawn between programmes which are:

- ‘Career Entry’ MSc (*non-cognate* programmes)
- ‘Career Development’ MBA (*cognate* programmes).

A decision has been made to orient this degree firmly at the career entry (MSc) entry point, (*Generalist Masters Type II – Career entry* in the QAA terminology) with the development of an MBA (*Type I Career development*) programme as a logical future development.

Review of market and market opportunities – Regional level

- Judged by past and present student recruitment, Winchester is primarily a ‘regional education provider’. The undergraduate business management programme currently recruit over 80% of students from Hampshire and adjoining counties. Whilst the programme is aimed at both

¹ Indeed, the QAA Benchmark for MBAs states that students should have significant business experience.

home and overseas students, it is reasonable to speculate that a significant number of students will be from the South/South East region. Furthermore, a significant objective of the university is the retention of existing Winchester undergraduates on its own postgraduate programmes.

- The South East England Development Agency (SEEDA) Strategy 2002-20012 includes as one of its objectives *competitive business* based on fostering *enterprise, growth and innovation*, and *International Relations*. A stated aim within the document, is that of being in the top 15 regional economies in the world within the next decade. This has, of course, enormous implication for business growth and the effective management of enterprises.
- The Hampshire Economic Partnership Strategic Priorities sets out as Priority 1 *Meeting future workforce needs* and notes that there is a 'significant weakness in general management'. It also includes 'Promote Innovation and Enterprise' as a further priority.
- The Hampshire and Isle of Wight Local Skills for Productivity Alliance commissioned research into the current and future skills need for its area, publishing its results in June 2006. It found that there were problems of filling managerial vacancies due to the shortage of applicants, and the poor qualifications and attributes of those applying. Over the next 8 years, 18,000 new managerial jobs will be created in the region.
- From the other findings in the report relating to skills development needs and the significant changes that are occurring, it is reasonable to infer that a key role of managers will be that of facilitating change and the fostering of employee development.
- The review of regional employer needs has been further aided by consultation with business organisations. – Twinings, Barclays, and Logica

Existing regional provision of post graduate business programmes

- All the universities in the region offer post graduate awards in the business field, including programmes appropriate to recent graduates (MA and MSc) and others relevant for those with appropriate Management experience(MBA). Indeed it is perhaps fair to say that the number and range of such programmes offered by Business Schools in UK Universities, covers all sectors of the market. The 2006/07 edition of 'Trotmans Postgraduate Guide - Postgraduate Business Courses' list over 400 programmes under the heading 'Management' (as opposed to Business Studies, or specialist fields of management) Both within the region and nationally, many of the programmes offer entry to both *cognate* and *non cognate* first degree applicants. The existing provisions have to be viewed, however, in the context of the growth of post graduate students as reported by HESA, and the forecast economic growth of the South East of England.

II. PROGRAMME DESIGN DOCUMENT

A. THE PROGRAMME SPECIFICATION

Prospectus information

1. Awarding Institution	The University of Winchester
2. Teaching Institution	The University of Winchester
3. Programme Accredited By	The University of Winchester
4. Final Award Level of Award	Postgraduate Certificate Postgraduate Diploma Master of Science Postgraduate
5. Programme Title	Business Management, with specialist pathways in: <ul style="list-style-type: none"> ▪ Finance ▪ Marketing ▪ International Business ▪ MSc Human Resource Management ('Top up' Degree) ▪ MSc Marketing ('Top up' Degree)
6. Application code	To be allocated
7. Relevant QAA Subject Benchmarking Group	<i>Masters awards in business and management</i> benchmarking document
8. Entry Requirements English language level requirements for non-native speakers (for all awards)	At least 2.2 at BA (Hons) level for the Certificate, Diploma and Masters programmes Overall Band 6.5 including 6 in academic writing; Applicants with IELTS Overall Band 6.0 or those with Overall Band 6.5 but not including 6 in academic writing are eligible if they take Pre-sessional Course B.
9. Date programme specification produced/revised	17 Nov 2006

10. Educational Aims of the Programme

Learning outcomes are given here for the three qualifications. These are cross-referenced to the four-part descriptor (numbered i-iv) given for a Masters level degree, as stated in the *QAA Framework for higher education qualifications*

The learning outcomes for the programme at Postgraduate Certificate level are as follows:

Discuss, analyse, and critically reflect upon theoretical perspectives, current problems and research in the field of Business and Management (*ibid.i*)

investigate and present synthesised information on issues related to business and management

demonstrate original application of systematic understanding of generic issues (*ibid.iii*)

utilise the insights, techniques and knowledge gained for problem-solving in the field of Business and Management

demonstrate how established techniques of research and enquiry are used to create and interpret knowledge in this area of study (*ibid.iii*)

In addition, the Diploma Level will develop the following learning outcomes:

demonstrate insightful understanding of issues in the Business and Management field and critical awareness of the current problems and insights that are at the forefront of this area of professional practice (*ibid.i*).

understand the uses and limitations of a range of research methods, both quantitative and qualitative, and understand their strengths and weaknesses for providing information and evaluating options in this area of study. (*ibid.ii & iii*).

In addition, the Masters Level will develop the following learning outcomes:

critically and creatively evaluate current research, advanced scholarship and methodologies in the Business and Management field (*ibid.iv*)

implement research methods using appropriate tools and techniques (*ibid.ii*).

11. Learning and teaching strategy

The overall strategy is delineated by the acronym **A_C_T_I_V_A_T_E_D** detailed below:

Active engagement with the learning activity, as students seek and take responsibility for their own learning and the management of their learning activities

Collaborative activity in which group members learn from and actively seek to learn from the expertise and experiences of other group members in a reciprocal fashion

Theoretical and research-informed inputs from members of the tutorial team

Innovative use of new tools and techniques developed either ‘in-house’ or adapted from good exemplars elsewhere in the business school community

Vocationally oriented by utilising the expertise of visiting speakers/visits to selected organisations

Auditable and reflective practice encouraged in order to maximise the opportunities for intellectual growth in the learning process

Transferable good practice from cognate disciplines and programmes both from within the university itself and also from HEA subject groups

E-Learning informed teaching (including, but not confined to innovative uses to be made of the opportunities for collaborative learning facilitated by virtual learning environments and other tools such as blogs and wikis)

Deliverable outputs that aspire to publishable status (particularly in the case of dissertations) Opportunities will be taken for the production of papers jointly authored by members of staff and individual course members. Explicit guidance will be given to principles of sound academic writing so as to avoid the possibilities of inadvertent plagiarism

Non-native speakers will be encouraged to attend the Pre-sessional Course in English for Academic Purposes B, an intensive four-week course that occurs in August/September, irrespective of whether they are required to do so (to be shared with *MA International Communication*). A pre-sessional course provides the opportunity both for the study of academic English and for orientation in the place of future academic study. It focuses on preparation for effectiveness at real academic work and not on gaining another IELTS score.

12. Summary of Assessment strategy

The assessment strategy for the programme as a whole seeks

- To utilise a judicious blend of assessment methods including essays, reports, presentations, practical exercises, time-constrained assignments
- To ensure that in each module, the contribution of any individual student will be clearly identified to ensure that learning objectives have been internalised and met
- To give timely feedback in order to assist students make progress in their intellectual journeys by incorporating the lessons learnt from one assignment activity to subsequent ones.
- To deploy alternative forms of assessment that may be utilised on particular occasions to accommodate the needs of students with particular disabilities provided that the overall objectives of the programme are met.
- To explore ways in which project and work-experience elements be conjointly assessed in the assessment of innovative modules which make use of students' developing consultancy skills (in the *Business Consulting* double module). This will extend the team's prior experience of assessing undergraduate modules in the WBL (Work Based Learning) mode.

The detail of these assessment strategies is explained in more detail in *Learning and Teaching Strategy* on p.21.

13. Reference Points & Engagement with the academic infrastructure

Over 160 official policy documents are listed on the University's portal. Of these, some 21 have been consulted and their ethos and guidelines considered in the preparation of this document. It is intended that this subset will be made available to intending students on the Business Management pages of the VLE in order to increase their accessibility. In alphabetic order the policy documents are:

Assessment Strategy 2002

Business Management Group *Ethics Framework* 2006-07

Common Academic Regulations for Taught Masters Programmes

Disability Policy

Equal Opportunities Policy
 Freedom of Information Act – Publication Scheme for the University of Winchester
 Guidelines for Staff on Disabled Students’ Learning
 Guidelines for staff on supporting students
 Guidelines for staff on Supporting Students with Dyslexia and other additional Learning Needs
 Internet and Email Policy
 Learning and Teaching Strategy 2006-2011
 Moderation of Assessed Work
 Plagiarism – A Student Guide
 Religion or Belief Discrimination Guidelines for Staff
 Research and Knowledge Transfer Ethics Policy
 Semester Dates 2005/06 – 2009/10
 Sexual Orientation Discrimination Guidelines for Staff
 Sexual Orientation Discrimination Guidelines for Students
 Support for International Students
 Timeliness of Return of Student Assessed Work
 University Response to the Requirements of the Disability Discrimination Act

As the Business Management group is already responsible for the teaching of *Human Resource Management* in undergraduate programmes and this discipline is already represented in the design of the current proposal, then members of the teaching team are cognizant of many of the salient issues (e.g. equal opportunities policies, disability policy)

The importance attached by the team to considerations of ethical issues is evidenced by the fact that the consideration of ethical issues is considered in each core module (including Research Methods) and in a substantial number of the optional modules.

In view of the fact that it is anticipated that overseas students will find the degree attractive and fitting their needs, the course team will place a particular stress upon the following:

- Cultural awareness
- Support for international students
This is reflected in
 - The Programme Philosophy (page 20)
 - The Learning and Teaching Strategy
 - The forms of assessment
 - The Programme Induction
 - The Module content and learning outcomes, notably, (but not exclusively) in the core modules *The Global Business Environment*, *Management and Leadership of People* and *Strategic Decision Making*.

In addition to the programme and its induction, ongoing support and guidance is available to all students via The Study Skills Coordinator, located within University of Winchester Student Services, and the Language unit within The Faculty of Social Science. These services may be of particular value to International students for whom English is not their first language, and students with backgrounds in other academic disciplines. Whilst students may at their own volition seek their assistance, it will also be an important role of the programme teaching staff and personal tutors to work with students to identify any specific assistance required and in agreement with the student, to liaise with the relevant University service.

The University Learning and Teaching Strategy makes specific reference to the *need to build upon the abilities to document, audit and actively reflect upon their own learning styles and learning practices*

which reflects the spirit and philosophy of the PDP provisions at undergraduate level. As PDP experience develops within the institution, MSc students will be encouraged to incorporate elements of such planning into their own career planning

Degrees in the Business Management field are inherently vocational and this one is no exception. As such, it accords with the vision in The University of Winchester Strategic Plan 2005/2006 to 2020.2011 (Section 1.1.1) to 'increase the proportion of students gaining appropriate employment'. The proposal does also contain specific features, however, which provide opportunities for students to develop and apply their managerial skills directly by including an (optional) double module (*Business Consulting*) in which students undertake a quasi-consultancy role in a firm or organisation.

Opportunities are also presented to learn from and utilise the expertise of visiting speakers and to undertake visits to selected organisations (see *Learning and Teaching Strategy*, 'Vocationally oriented' entry, p. 22).

Recruitment Strategy

The University of Winchester Strategic Plan 2005/2006 to 2010/2011 (2005a) includes aim and target 2.9.1 to 'secure an overall increase in mature students of 25% by the end of the plan period'. This programme is seen to be of importance to this because of the international pathways it opens up to mature students.

The University of Winchester Widening Participation Strategy has several aspects that are of particular significance for the programme. It states that 'The university will proactively advise students on post-graduate study.

'Alumni scholarships will be provided to encourage post-graduate study' (*ibid.* p.3). One of the stated aims of the strategy (*ibid.*p.6) is to recruit from black and minority ethnic groups, and this programme should be especially attractive to such students. There will be a graduate recruitment fair and a postgraduate open day held annually. The first of these were held on 16 February 2006 and on 17 June 2006 respectively. Programme staff are involved in these.

Any applications for APEL will be considered by the Faculty of Social Sciences APEL Committee which typically meets prior to the start of the formal teaching programme. Applications for APEL will only be considered in relation to optional subjects and will not normally be considered for any of the core modules in the programme (except for holders of CIPD and CIM postgraduate certificates.)

14. Programme Structures and Features; Modules, Credit and Award Requirements

The programmes are designed for full- or part-time study, and are structured into a progression through PG Certificate and PG diploma, culminating in a dissertation qualifying the student for an MSc award.

All students begin with a core PG Certificate syllabus, and all progress to a core module in Research Methods. Other PG Diploma modules can be selected from a range of options, and a mix of options matching the specialist area of the dissertation can qualify a student to graduate in a named pathway.

Generic programme structure

PG Cert	The Global Business Environment	20 credits	60 credits
	Management and Leadership of People	20 credits	
	Strategic Decision Making	20 credits	
PG Dip	Research Methods in Business (core)	20 credits	60 credits
	<i>(2 options drawn from)</i>		
	Business Consulting (<i>double module</i>)	40 credits	
	Developments in Informatics	20 credits	
	Corporate Finance	20 credits	
	eCommerce	20 credits	
	Financial Risk Management	20 credits	
	International Business Communication	20 credits	
	Management of Contemporary Global Issues	20 credits	
	Management of Contemporary Global Environmental Issues	20 credits	
	Organisational Development and Change	20 credits	
	Quality Management, Systems and Processes	20 credits	
	Strategic Marketing	20 credits	
	Trade and Competitiveness	20 credits	
MSc	Dissertation	60 credits	60 credits

Total 180 credits

Generalist pathway ■ MSc Business Management

Students with a non-cognate first degree may choose **any two** of the available optional modules offered. However, their choice of option will only be made after a period of consultation with their tutor(s) and will be informed by

- The progress they have made in the core modules (and any supplementary portfolios of work undertaken as identified in the Induction period)
- Their own developing career interests

It is expected that non-cognate students will initially register for the general pathway, but may transfer to a **specialist programme pathway** as an informed decision after covering the core materials. Ultimate responsibility for the choice of pathway will rest with the student.

Specialist programme pathways

The following optional specialist pathways are available

- MSc Business Management and Finance
- MSc Business Management and Marketing
- MSc Business Management and International Business

Note.

The pathways are intended as a degree of *relative* specialisation within the context of a **Type 2 Generalist (career entry) Masters degree** following the QAA Benchmarks (*Masters awards in business and management*) and can be taken by students without previous degrees in the specialism.

The pathways above are **not** intended to meet the QAA Benchmarks for Specialist Masters programmes.

The decision to include these pathways was made in the light of the research indicating the market demand for these areas. It is possible that in the region, a demand might become manifest in other areas (e.g. Public Sector Management, Information Technology) in which case a proposal will be presented for the validation of any additional pathways.

The following top-up degrees are available for students with the appropriate professional qualifications:

- MSc Human Resource Management ('Top up' Degree)
[Entrance qualification] Any Postgraduate Diploma from a CIPD approved Centre/HEI awarding 120 M-level credits
- MSc Marketing ('Top up' Degree)
[Entrance qualification: Any Postgraduate Diploma from a CIM approved Centre/HEI awarding 60 M-Level credits

The *Learning Outcomes* for the material studied (at Diploma Level and Masters Level) do not differ from those specified for the programme as a whole (A10. page 10) for the following reasons:

- Learning outcomes 1-5 will be carried through from Certificate level but be enhanced by Learning outcomes 6-7 (specified as 'in addition').
- All students undertake *Research Methods in Business* (a 'Diploma Level' module) satisfying Learning Outcome 7.
- Although Learning Outcome 6 (*Critical awareness of current problems*) will have been met by the approved syllabuses of the two professional bodies, it will be revisited and reinforced by the assignment question chosen for *Research Methods in Business* (HRM route) The CIM route takes all of the 'Diploma' level modules in any case.

In each case the Generic Core is:

Generic Core (4 modules)

The Global Business Environment	Strategic Decision Making
Management and Leadership of People	Research Methods in Business

MSc Business Management and Finance

<i>Pathway Core</i>	<i>Pathway Options (one of the following)</i>
4 Generic Core	Trade and Competitiveness
Corporate Finance	Financial Risk Management
Dissertation (in the pathway)	

MSc Business Management and Marketing

<i>Pathway Core</i>	<i>Pathway Options (one of the following)</i>
4 Generic Core	Trade and Competitiveness
Strategic Marketing	International Business Communication ²
Dissertation (in the pathway)	

² Option shared with MA International Communication

MSc Business Management and International Business

<i>Pathway Core</i>	<i>Pathway Options</i>
4 Generic Core	
One or two modules from:	Balance of modules(1 or 0) from
Trade and Competitiveness	Management Responses to Contemporary Global Issues ³
Strategic Marketing	Management of Contemporary Global Environmental Issues ³
International Business Communication ²	
Dissertation (in the pathway)	

MSc Human Resource Management ‘Top up’ Degree

<i>Chartered Institute of Personnel and Development postgraduate diploma (120 M credits)</i>	
Research Methods in Business	
Dissertation (in the pathway)	

MSc Marketing ‘Top up’ Degree

<i>Chartered Institute of Marketing postgraduate diploma (60 M level credits)</i>	
<i>Pathway Core</i>	<i>Pathway Options (one of the following)</i>
Research Methods in Business	Trade and Competitiveness
Strategic Marketing	International Business Communication ²
Dissertation (in the pathway)	

15. Progression Modelling for full- and part-time provision

Full-time student			Semester	Part-time student	
Session 1	Session 2	Session 3		Day Session	Session 2
The Global Business Environment (Core)	Strategic Decision Making (Core)	Management & Leadership of People (Core)	1	The Global Business Environment (Core)	Strategic Decision Making (Core)
Research Methods in Business (Core)	Option	Option	2	Management & Leadership of People (Core)	Option
Dissertation			June-Sept	Start Reading for Dissertation	
			3	Research Methods in Business (Core)	
			4	Option	
			June-Sept	Complete Dissertation	

³ Option shared with MA Management of Contemporary Global Issues

- This pattern is predicated upon a student being able to be released from work or other commitments for one half-day a week. Some students may be in a position to have a whole day release, in which case with a combination of day and evening study they may be able to approximate to the pattern of a full-time student. Some modules will be delivered both in a daytime session and also in an evening session to accommodate this. The provision will require a deviation from the minimum period of registration for part-time students laid down in the 2006 *Common Academic Regulations for Taught Masters Programmes*.
- Optional subjects, including *Pathway Cores*, may be taken in any order. Hence students following a specialist pathway will follow the same broad timetabling pattern as students on the generalist (no specialisation) pathway.
- For full-time students, the Dissertation preparation will be initiated by the Research Methods in Business (core) module but more intensive work will be undertaken in the June-September period, enabling them to complete the programme in one calendar year. For part-time students, the Dissertation preparation is split over two calendar years (essentially half the amount of work in double the amount of time) but the first June-September period will be utilised for preparatory literature review before the Research Methods in Business module is run in Semester 3 (Autumn term) Thus full-time and part-time students will receive the same amount of tuition and devote similar amounts of time to the Dissertation. Students transferring from a Diploma (pt) pathway to the MSc route at the end of their second year of study will need to undertake their dissertation in an additional calendar year.
- Both the MSc Human Resource Management and MSc Marketing ‘top-up’ degrees will normally have a Semester 2 start (i.e. in February of each calendar year) If demand is sufficiently strong, then an additional module of the module compulsory for each degree i.e. *Research Methods in Business* can be offered in Semester 1, allowing students to complete their degree in the conventional time period (September to August)
- All part-time students will be counselled in order to determine the pattern that best enables them to reconcile their various commitments.

Academic Management of pathways

In practice, there is a high degree of congruence between pathways (which can, on occasions be as small as one optional module and/or the topic chosen to be studied in depth in the Dissertation). The degree of differentiation is not sufficiently great to justify a separation of academic management structures for each pathway. However, the role of the academic adviser is particularly important in discussing optional choices and choice of pathway with students in the light of their developing interests, abilities and career aspirations.

Identification of tutors

Core modules	The Global Business Environment	Ross Catterall
	Management and Leadership of People	Richard Graham
	Strategic Decision Making	Mike Davies
Research Methods module	Research Methods in Business	Chris Grover Prof. Mike Hart Prof. Dan Remenyi

Optional modules ⁴	Business Consulting	Mike Davies
	Corporate Finance	Julia Burgess
	Developments in Informatics	Dr. David Rush
	eCommerce	Elwyn Cox Eric Bodger Gary Akehurst
	Financial Risk Management	Dr. George Filis
	International Business Communication	Mandy Jones
	Management Responses to Contemporary Global Issues	Dr. Paul Sheeran
	Management of Contemporary Global Environmental Issues	Dr. Paul Sheeran Jane Fairclough
	Organisational Development and Change	Richard Graham
	Quality Management, Systems and Processes	Dr. David Rush Prof. Mike Hart
	Strategic Marketing	Elwyn Cox
Trade and Competitiveness	Ross Catterall	
Dissertation	Dissertation	Prof. Mike Hart Prof. Dan Remenyi

Personal tutors will be drawn from staff currently teaching or offering a module on the programme. The tutor as appointed will be matched as closely as possible to the developing interests and career intentions of the student. In the event of there being any difficulty or delay in appointing the personal tutor for a given student, the programme leader carries this responsibility until such a time as an appointment is made.

16. Criteria for admission

Admission to an M-credit Level programme of study shall normally be subject to applicants holding a relevant honours degree obtained at a recognised institution. Other qualifications may be appropriate evidence for admission to a programme of study. Such evidence in the form of prior learning or prior experiential learning shall be considered and approved by the Faculty AP(E)L Board. Holders of Postgraduate Diplomas meeting the criteria of the CIPD (120 M-level credits) or the CIM (60 M-level credits) may enter at the appropriate stage.

Specific programme criteria

Since the programme is a non-cognate MSc, a first degree of at least 2nd class standard in any undergraduate programme from a recognised university is satisfactory. Students with a cognate degree (in a business-related area) will receive an invitation, where feasible, to attend an interview to ensure that the Winchester programme most fully fits their needs. Mature students who offer equivalent means of qualification will be interviewed on an individual basis to ensure that they meet the criteria for a Master's programme of study.

⁴ Not all the optional modules will be available to students within any given year.

17. Quality Management and Enhancement

Quality Control at Programme Level

Programme quality is monitored by an External Examiner, who is approved by the University Senate. The Examiner's Annual Report is distributed to the Vice Chancellor, Pro Vice Chancellor (Academic), the Assistant Vice Chancellor, the Chair of the Faculty Quality Committee, the Dean of the Faculty of Social Sciences, and Academic Standards Committee.

The Programme Committee evaluates the success of the programme, using student feedback and representation. The committee will meet at least once per semester to review matters in general, and to maintain its ongoing evaluation of the added value it offers to the students. If necessary, more meetings will be held.

Subsequent to receipt of the External Examiner's Report, the Programme Director produces an Annual Monitoring Report (AMR), which will also take into account matters minuted by the Programme Committee or identified in module feedback. The AMR identifies items requiring attention, and provides an Action Plan for the following year. After the first year, it will also track progress of Actions previously identified. The AMR is reviewed by the Programme Committee, and then submitted for scrutiny by the Faculty Quality Committee (FQC). The scrutiny process is rigorous, and revisions may be required before the AMR is taken forward to the next stage.

Quality Control at Module Level

Each module leader obtains feedback from students by means of a module assessment form and then collates these results into a report for the Programme Committee Meeting. This module report will include a summary of the content of the student responses and will identify any matters requiring attention.

Quality Control at Staff Level

The quality of learning and teaching is supported by Staff Development, such as annual appraisal, attendance at conferences and regional meetings, external examining and involvement in research activity.

Quality Control at University Level

The main University processes are as described above. In addition, the Academic Standards Committee conducts random reviews of programmes and AMRs.

The programme will be subject a **mid-cycle review** three years after validation and a full revalidation six years after validation.

Declaration:

The programme conforms to the University's Common *Academic Regulations for Taught Masters Programmes* in all known respects, save for one deviation. The minimum period of registration for a part-time student shall be reduced for students who are able to obtain sufficient release from their work to permit study at a faster pace than envisaged in Progression Modelling for full- and part-time provision on p.16.

B. THE PROGRAMME PHILOSOPHY

This proposal is predicated upon three key principles:

- An understanding of the pervasive effects of the processes of globalisation which impact upon the world's economies.
- A pedagogy which is committed to the development of an engaged, interactive and analytical learning style that will equip graduates with higher order skills that they can then deploy in their future employment.
- An integrative approach to learning, where each module pursues a set of themes rather than aligning with a particular business function.

The MSc will prove attractive to those graduates with a good degree in any discipline but typically with a systematic underpinning in the social sciences. Such graduates will be looking for an MSc that will provide them with the knowledge, skill-sets and aptitudes that will make them attractive assets to any organisation in which they are employed.

The development of analytical and critical thinking skills will already have been developed in the undergraduate populations from which recruitment will be made. This proposal seeks to enhance and to refine such skills and to fuse them with critical and progressive problem solving aptitudes as the course progresses. In this, the proposal seeks the same ends that characterise all other courses offered at Master's level in this field. However, there is a particular group of characteristics, which, in combination, serve to give a degree of distinctiveness to the present proposal and these are detailed below.

1. Distinctive characteristics of the Winchester MSc in Business Management

The proposal serves to blend together several desirable outcomes of education at Master's level but is distinctive in the vision that we hold for the graduates of the course. The operation of the course serves to embed some key orientations as described below:

- G** geared towards a **global** perspective upon business philosophies and procedures whilst displaying an understanding of, and sensitivity towards, diverse cultural orientations in groups and societies
- L** learns **actively** by becoming engaged in more proactive modes of learning than may have been the case in their previous undergraduate education
- O** **outputs** always to a high professional standard (whether in the form of projects, meetings, interpersonal transactions as well as more formal written modes of communication)
- B** knows how to **balance** the technical and analytical with social considerations. 'Social' is deployed here to cover political, legal, ethical, ecological and societal dimensions of problems and organisational transactions
- A** **chieves** a high degree of technical scholarship and seeks to achieve high professional standards in all transactions
- L** **links** well with fellow course members, staff and business networks to produce innovative solutions to challenging problems

The intellectual and professional journey

The metaphor of a journey is an important one in this respect because it acknowledges that upon entry to a course such as this students have made significant progression by successfully

completing their undergraduate course. However, at the start of their postgraduate education, students will be encouraged to undertake audits of their own skill-sets (and seek assistance to remedy any shortcomings that they may identify) The course seeks significantly to enhance performances in the skill-sets outlined (*see 2.5 below*) as the course progresses. However, there is a recognition that such skills need to be refined, adapted and even reformulated as students enter the initial stages of their organisational careers upon graduation when they will typically be faced with the demands of rapid organisational change (and redefinition of their own work roles implied by this) In such an intellectual and professional journey, the MSc should equip them for the pathways that lie ahead of them.

Generic learning outcomes for the course as a whole

Following from these principles, the course will generate the following generic outcomes (mapped in *Learning, teaching and assessment strategies* below).

Theory	Theoretical and conceptual understanding at an advanced level
Research	The demonstrated ability to research, sift, evaluate and deploy evidence to pursue a line of argument
Application	The ability to apply concepts and theoretical constructs to ‘real-world’ examples
Methodological	knowledge and deployment of appropriate quantitative and qualitative research tools and their philosophical underpinnings

2. Learning, teaching and assessment strategies

2.1. Learning and Teaching Strategy

The learning and teaching philosophies that underpin the course take as their starting point that active, engaged and committed workers will take prime responsibility for their own intellectual development. It follows, therefore, that whilst ‘the course’ (for example in any one module) will be documented with appropriate learning outcomes, the journey to achieve such outcomes *may well vary considerably from one student to another*. In part, this will be a function of the extent to which their initial undergraduate education has given them the appropriate grounding in social scientific disciplines and principles.

An important plank in the teaching and learning strategy adopted for the MSc is that students will need to take responsibility not only for **what** is learnt but more particularly for **how it is learned**. In this respect, they need to build upon the abilities to document, audit and actively reflect upon their own learning styles and learning practices. The organisation of learning may well entail the development of new skills in, for example, time management, group working and individual scholarship. The staff members of the course will define it as part of their role to encourage, facilitate and offer guidance to students to develop their own intellectual journey and how they are to make progress along it.

The strategy of the programme as a whole envisages that the learning and teaching strategies shall demonstrate the following characteristics:

- Scholarship skills
- Technical Skills
- Inter-Relationship skills

(elaborated in Section 2.4 Assessment Matrix) on p.27)

Various components of the learning and teaching strategy which flow directly from the Programme Philosophy on p20 are indicated below:

Active engagement with the learning activity, seeking and taking responsibility for their own learning the management of their learning activities

Collaborative activity in which group members will learn from and actively seek to learn from the expertise and experiences of other group members in a reciprocal fashion

Theoretically and research-informed inputs from members of the tutorial team

Innovative use of new tools and techniques developed either ‘in-house’ or adapted from good exemplars elsewhere in the business school community

Vocationally oriented by utilising the expertise of visiting speakers/visits to selected organisations

Auditable and reflective practice encouraged in order to maximise the opportunities for intellectual growth in the learning process

Transferable good practice from cognate disciplines and programmes both from within the university itself and also from HEA subject groups

E-learning informed teaching (including, but not confined to innovative uses to be made of the opportunities for collaborative learning facilitated by virtual learning environments and other tools such as blogs and wikis)

Deliverable outputs that aspire to publishable status (particularly in the case of dissertations) Opportunities will be taken for the production of papers jointly authored by members of staff and individual course members. Explicit guidance will be given to principles of sound academic writing so as to avoid the possibilities of inadvertent plagiarism

The learning and teaching strategy is not ‘free-floating’ but is informed by the following characteristics:

- The ‘*Distinctive Characteristics of the Winchester MSc*’ directly inform the details of the strategy outlined above
- The international experience of the teaching team both in terms of work experience and conference presentation runs both wide and deep
- Membership of the Higher Education Academy subject groups (specifically the BMAF – *Business, Management, Accountancy and Finance* subject group) through conference and workshop presentations will assist staff members keep abreast of current good practice in the business schools community
- Research-informed teaching is facilitated and enhanced by the members of the tutorial team engaging in research projects and individual scholarship. A research culture is also sustained by a Staff Seminar programme (open to all postgraduate students), to which the operation of this MSc will give a considerable impetus.
- Current research activities and the associated presentation of papers at conferences (and particularly international conferences) alerts staff team members to learning and teaching philosophies deployed in similar courses as well as directly informing the delivery of the learning outcomes

A personal tutor is allocated to the student and acts as an academic adviser. S/he has a particularly important role by providing:

- an initial needs analysis

- ongoing help with the *Supplementary Learning Activities Portfolio* (described, p.25)
- support regarding the student's choice of optional modules
- ongoing developmental support.

Examples of innovation in teaching methods

Innovative teaching	Module(s)
Ongoing Business Simulation	Strategic Decision Making
'Live' consulting project	Business Consulting
Critical reflection on presented seminars	Management and Leadership of People
Critical reflection on presented seminars	Organisational Development and Change
Videoclip analysis (qualitative research methods)	Research Methods in Business
Games and simulations	Corporate Finance
'One minute Feedback'	Development of Information Technology <i>(potentially in every module)</i>
QUBE tools such as: - Minutes tool - Dialogue Sheets - JigSaw Learning - The Dean's Dilemma	Quality Management, Systems and processes
One day's fieldwork in a UNESCO World Heritage Site e.g. Dorset's Jurassic Coast or the city of Bath.	Management of Contemporary Global Environmental Issues
Problem solving simulation and role-plays	Trade and Competitiveness

Induction

An initial induction session is seen as a particularly important part of the Programme, and students will be expected to attend. This induction session will include spoken and written coverage of:

- the rationale for the first programme modules
- the logistics of studying modules in Winchester and Basingstoke (given the possibility that some modules may be shared with the *MA Managing Contemporary Global Issues* taught on the Basingstoke campus as well as the *MA International Communication*)
- the importance of students working together as an integrated and supportive team
- welfare support available to all students
- support available for international students
- students sharing their background and social experiences
- an introduction to Personal Development Planning
- the desirability of and ways open for engaging with the international community of the University
- expectation of challenges arising from the nature and content of the Programme
- assessment will not be based a student's use of English as a foreign language
- encouragement to keep reflective journals.

Each semester starts with an induction session for all students enrolled at any level of the programme (and including part-time students). This induction session has the following objectives. These are to:

- present the modules and the staff, ensuring that the students know what they will be studying and who will be teaching them
- identify in advance the students' interests with regard to the modules to be delivered during the semester
- ensure that new students are familiar with procedures such as e-mail access and application for extensions
- complement, with some face-to-face contact, the virtual environment that postgraduate students (especially part-timers) have to work in for much of the time.

The first two weeks of the Autumn term will be a particularly important period of induction for the MSc students. As well as getting familiarised with college systems and procedures, normal introductory classes will be held to introduce each module, and will address any terminology that may be unfamiliar to non-cognate students (and may potentially not be fully understood by cognate students). But it is regarded as very important that students develop a cohesive and collaborative culture at the start of the course. It is recognised that cognate students (with typically a first degree in a business-related area) can play an important part in the mentoring of the non-cognate students, particularly in the development of business-related skills. At the same time, non-cognate students will bring with them particular skill-sets that they can share with cognate students.

All students will need to conduct an audit of their knowledge and understanding of business management concepts (whether acquired as a result of prior academic study or by work experience). This will then assist students to develop their own action plans (in collaboration with each other and the tutorial team) for addressing those areas in which they may need to undertake additional study tasks to enable them to play a fully participant role in the course. By working in this collaborative fashion from the very start of the course and by early engagement with formative assessments, it is anticipated that all students will have attained a baseline standard by the end of the first semester. The staff team will prepare material that will assist students in identifying their knowledge and understanding of core functional areas. These are listed below (and are cross-referenced to the appropriate section of Appendix 1 'Knowledge and understanding content for generalist programmes' of the *Masters awards in business and management* Benchmarking statement)

- Contextual factors (legal, ethical, economic, environmental); corporate governance Section a
- Markets and customers Section b
- Marketing of goods and services Section c
- Business Finance, use of accounting for managerial purposes Section d
- Management and development of people Section e
- Use of typical research methods Section f
(particular attention will be paid to knowledge of statistical concepts and operations)
- Development of information systems Section g
- Use of ICT skills and techniques Section h
- Development of policy and strategies Section i

After the *Audit of Knowledge and Concepts* exercise, students will be directed to a range of learning materials specifically selected to assist them to rapidly develop their competencies in their deficit areas. One example of this is the on-line resource cited in the *Research Methods in Business* core module [Levine, D.M., Stephan, D., Krehbiel, T.C. and Berenson, M.L.

(2004) *Statistics for Managers using Microsoft Excel 4/e*, London, Prentice Hall] On occasions, workshops may be provided to assist groups of students who exhibit similar profiles.

Students will then be required to prepare a Supplementary Learning Activities Portfolio in which they can demonstrate to the satisfaction of the tutorial team that they have undertaken whatever additional learning activities are required to ensure that they can progress further in the MSc program without undue difficulty. Students will be strongly counselled that any lack of diligence in preparing such a portfolio may well increase the chances of failure in subsequent stages of the course.

Students will be receive advice and planning from their personal tutors on their choice of optional modules or pathways. A firm decision on the student choice of option and pathway will only be effected after a consideration of the student's performance in the core modules undertaken in the first semester. Individual students will be counselled against the choice of options which may be considered inappropriate in the light of their performance in the core modules (and any diagnostic and supplementary material studied)

2.2. How the learning outcomes fit the programme

There are four obligatory modules in the Masters programme. Achievement of the learning outcomes is mapped as follows:

Core	Theory	Research	Application	Methodology
Global Business Environment	✓	✓	✓	
Management and Leadership of People	✓	✓	✓	
Strategic Decision Making	✓	✓	✓	
Research Methods for Business	✓	✓	✓	✓

Option	Theory	Research	Application	Methodology
Business Consulting (<i>double option</i>)	✓	✓	✓	
Developments in Informatics	✓	✓	✓	
Corporate Finance	✓	✓	✓	✓
eCommerce	✓	✓	✓	
Financial Risk Management	✓	✓	✓	✓
International Business Communication	✓	✓	✓	
Management Responses to Contemporary Global Issues	✓	✓	✓	✓
Management of Contemporary Global Environmental Issues	✓	✓	✓	
Organisational Development and Change	✓	✓	✓	
Quality Management, Systems and Processes	✓	✓	✓	✓
Strategic Marketing	✓	✓	✓	
Trade and Competitiveness	✓	✓	✓	

2.3. Assessment strategy of the programme

The assessment strategy closely reflects the objectives detailed in the *Teaching and Learning Strategy* above. In particular:

- It is axiomatic that close adherence will be paid to university policy (and existing good practice with the Business Management group) regarding clear and timely communication of assessment tasks and deadlines through the medium of the *Module Handbook*
- Feedback on assignments should be individualised and timely, with a particular stress upon those elements that will assist the student in developing their own learning objectives that will then inform further assessment
- The majority of modules shall have at least one formally assessed element which may well take the form of a traditional examination (seen or unseen), case study analysis, time-constrained report production or similar
- The use of formative and diagnostic assessments in the earlier stages of each module will be encouraged so that students can better acquit themselves in the subsequent summative elements of the assessment
- In the case of collaborative and group work, successful completion of the module is only possible where there is a significant amount of work which is clearly attributable to each individual student (this follows existing Business Management group guidelines and good practice)
- A variety of assessment methods with a particular emphasis upon those methods that closely simulate the demands of the business environment (research and production of a report incorporating an analysis conducted under time-constrained conditions)
- Assessment strategies shall be kept under constant review to ensure that they are helping to secure the objectives of the learning and teaching strategy and the particular characteristics of each student cohort

2.4. Assessment Matrix

The following table shows the range of assessment techniques proposed in the programme, and how they are deployed across modules.

Core				
Global Business Environment	Written Paper	Exam		
Management and Leadership of People	Seminar Written Paper	Seminar Oral Presentation	Critical Reflection	Case Study exam
Strategic Decision Making	Group Written	Seminar Presentation	Case study exam	
Research Methods for Business	Quantitative survey	Qualitative Survey	Critical methodological analysis	Research paper presentation
Option				
Business Consulting	Consultant Report	Consultants' Presentation	Critical evaluation	
Corporate Finance	Report	Exam		
Developments in Informatics	IT application	Report		
eCommerce	Website evaluation	Presentation	Group Business Proposal (with costings)	
Financial Risk Management	Short Tests	Report	Exam	
International Business Communication	Business Presentation	Presentation, Commentary and Critique	Written paper	
Management Responses to Contemporary Global Issues	Project Report			
Management of Contemporary Global Environmental Issues	Report	Evidence portfolio		
Organisational Development and Change	Seminar Paper	Presentation	Portfolio	Case study exam
Quality Management, Systems and Processes	Individual written paper	Open Book exam		
Strategic Marketing	Reports(2)			
Trade and Competitiveness	Individual paper	Exam		

2.5. Particular skill-sets developed within the course

The course designers recognise that the members of the course will seek to enhance not only their knowledge base but higher order skills as they make a journey through their postgraduate career. It is envisaged that the skill-sets could be usefully categorised along the following dimensions (although these may frequently overlap in practice)

<i>Scholarship skills</i>	The ability to research subject areas at an advanced level and then display the abilities to dissect, evaluate and progress various lines of argument. The ability to sift, evaluate and apply source material and to adapt to the purpose in hand will also be developed. Independence of thought, originality and creativity are also important attributes to be furthered. These skills will be particularly manifest in their formal outputs such as coursework and will culminate for most students in their MSc dissertation. However, it is to be recognised that the style and presentation of an argument may well have to be tailored in particular circumstances to meet the needs of the audiences to which it is addressed.
<i>Technical skills</i>	Technical skills includes not only conventional ICT skills in package manipulation but also the ability to utilise rapidly developing technologies (virtual learning environments, for example) in potentially innovative ways. Technical skills also encompasses those techniques specific to particular disciplines (such as finance, economics and statistics) that enable course members to present sound arguments to the requisite professional level. There are also more generic skills such as Time Management, Project Management, Multi-tasking.
<i>Inter-Relationship Skills</i>	Inter-relationship skills ('soft' skills) refers to that bundle of attributes that typically received the attention that they deserve in post-graduate education which may well have placed emphasis upon scholarship and technical to the detriment of inter-relationship skills. The course designers are conscious that the success of many (if not most) business projects relies upon the successful deployment of inter-relationship skills and serves to address these specifically in the course design.

These skills are not to be categorised as arid or esoteric skills confined to the academic world. The course designers are strongly of the view that identification and development of the skills sets identified above (which follow closely the advice given in the Masters awards in business and management benchmarks) have an immediate impact on the employability and subsequent professional development of the graduates of this course.

2.6. Representation of the benchmark principles in the core modules

These are listed below (and are cross-referenced to the appropriate section of Appendix 1 'Knowledge and understanding content for generalist programmes' of the *Masters awards in business and management* Benchmarking statement). The issues raised in the benchmark statements may well find greater expression in one core rather than another but given the thematic character of the core modules, it is likely that benchmark statements are addressed in more than one core module

Benchmark statement	Section	Core module (primarily but not exclusively in..)
Contextual factors (legal, ethical, economic, environmental); corporate governance	(a)	The Global Business Environment
Markets and customers	(b)	The Global Business Environment
Marketing of goods and services	(c)	The Global Business Environment
Business Finance, use of accounting for managerial purposes	(d)	Strategic Decision Making
Management and development of people	(e)	Management and Leadership of People
Use of typical research methods	(f)	Research Methods in Business
Development of Information Systems	(g)	Strategic Decision Making
Use of ICT skills and techniques	(h)	Strategic Decision Making
Development of policy and strategies	(i)	Strategic Decision Making

3. Reference to other strategies and policies

The document has referred (in several places) to strategies such as:

- University wide strategies (see B.13. Reference Points & Engagement with the academic infrastructure on p.11)
- University of Winchester Strategic Plan 2005/2006 to 2020/2011
- Business and Management group Strategic Plan (See extract on p.4)
- QAA benchmark statement *Masters awards in business and management*
- Business Management Group *Ethics Framework* 2006-07

4. Resources for the Programme

The new modules on this programme will necessitate more library acquisitions of books and journals.

The university is well supplied with IT facilities at Winchester and students can access their accounts from home as well. The programme will make use of the VLE, both at module level and at programme level. This medium of communication will have lasting significance for students who subsequently go to work in other countries.

Currently two replacements for the VLE are in evaluation (Moodle, Blackboard) and members of the team are already making use of these trials so as to come to an informed decision regarding the replacement of the current VLE.

Most of the programme will be delivered at the King Alfred Campus in Winchester. But the possibility is open that the modules *Management Responses to Contemporary Global Issues* and *Management of Contemporary Environmental Issues* will be delivered at Basingstoke, which will facilitate intermixing with the students studying on the *MA Managing Contemporary Global Issues* and the *MA International Communication*.

A dedicated Resource room has been identified in our consultations with other universities as essential for the well-being and *corps d'esprit* of the programme as a whole.

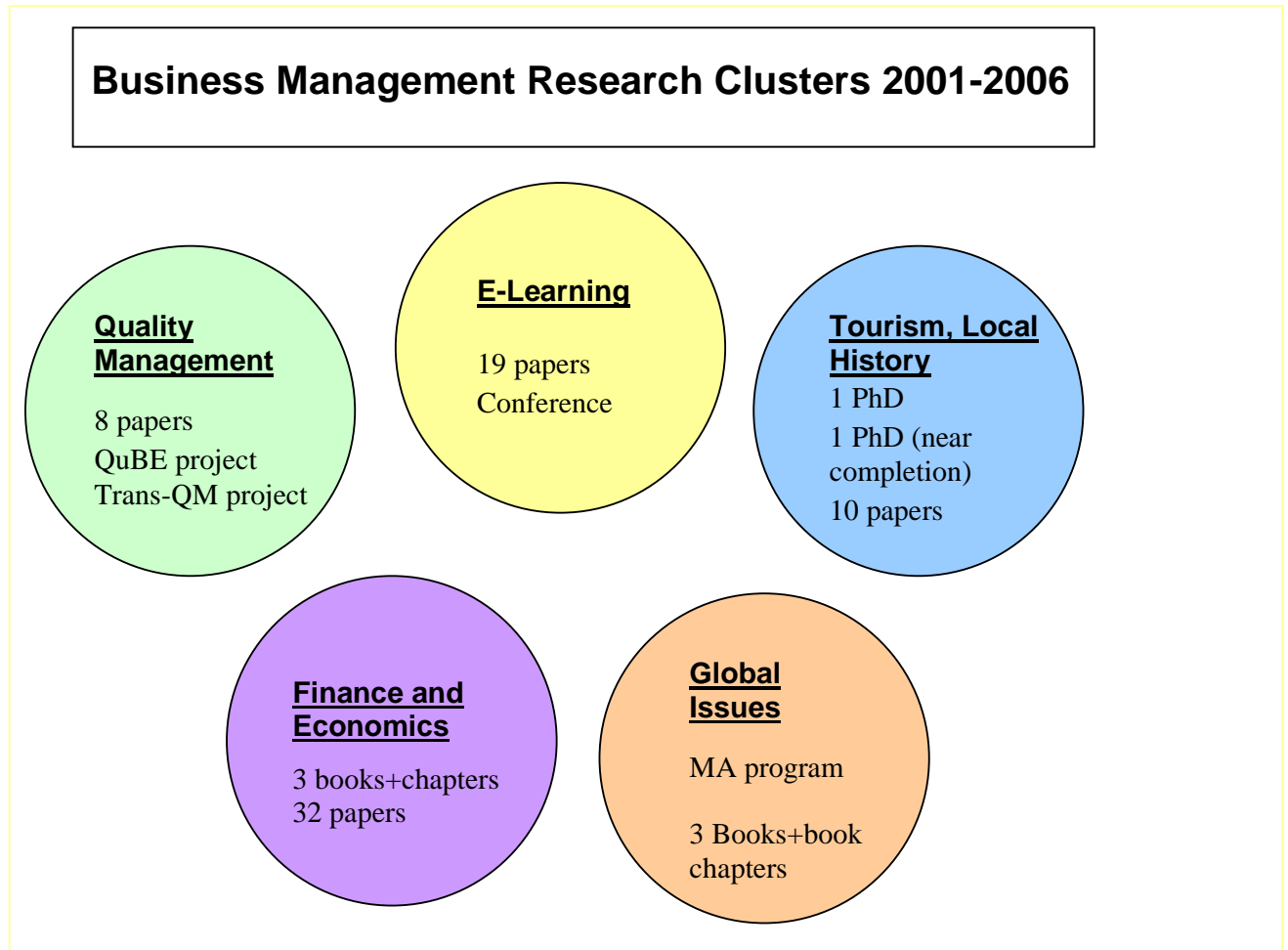
The *Academic Planning and Resources Form* (APR) has been approved by the Policy and Resources Committee.

5. Staff development, research and the programme

5.1. Staff resources

Full CVs of the teaching staff are provided in a separately bound volume..

5.2. Staff research



Summary Table of Research Outputs, 2001-2006

Types of output	2001	2002	2003	2004	2005	2006	Totals
Books, chapters	4	1	1	2	1	5	14
Published Conference proceedings	0	7	6	3	5	6	27
Journals	7	6	3	4	2	7	29
Other conference presentations	2	5	3	4	4	8	26
Totals	13	19	13	13	12	26	96

The great majority of the staff contributing to this submission are qualified to at least Masters level (13 out of 15) and 6 out of 15 to PhD level.

The research outputs have increased substantially in the current calendar year as indicated in the table above. The majority of team members have delivered papers at international conferences in the course of the current academic year (2006-07).

5.3. Staff Development Strategy (Research)

Summary (Progress to date on Row 1, further objectives in Row 2)

Policy and Aspirations	Achievements to date / planned
Support for individual scholarship to Doctoral Level	1 achieved 1 on point of submission 1 in progress
Group staff development policy: <ul style="list-style-type: none"> • Support financially (Faculty funds) • Allow time (at writing up stage) 	
Active engagement in relevant professional activity by participating in peer-reviewed conference presentations.	6 in published proceedings (2006) 8 presented to conferences – unpublished (2006)
Group staff development policy: <ul style="list-style-type: none"> • Encourage writing in groups (pairs, threes) • Assist novice-researchers to become research active 	
Successful submission to peer-reviewed journals	6 published (2006), 1 published (2007)
Group staff development policy: <ul style="list-style-type: none"> • Turn successful conference papers into refereed journal articles, seeking appropriate journals according to experience of researcher • Share expertise within the group 	
Books/book chapters	5 (2006)
Group staff development policy: <ul style="list-style-type: none"> • Turn well-received conference presentations into book chapters • Take opportunities for co-authored chapters 	

Engagement in national research programmes	Quality in Business Education (QUBE) Professor Mike Hart, Dr. David Rush FDTL5 funded Transformative Quality project Dr. David Rush, Professor Mike Hart HEA funded
Group staff development policy: <ul style="list-style-type: none"> • Extend the team in further bids in national projects • Utilise QUBE tools to stimulate research-informed teaching 	

Engagement with fellow subject professionals in the appropriate forums	Presentations at: BMAF conferences (2006, 2007) HEA Annual Conferences (2007) FDTL Conference (2007)
Group staff development policy: <ul style="list-style-type: none"> • Disseminate relevant teaching and learning/research papers • Encourage, subject to financial constraints, regular attendance at relevant professional updating conferences 	

Consultancy and professional linkages	22 conducted in 2002-2006
Group staff development policy: <ul style="list-style-type: none"> • Extend consultancy activity within the Hampshire region by using recently developed contacts • Capitalise on research and professional linkages to develop and extend ‘communities of practice’ 	

Staff-student seminar programme	(to be initiated with postgraduate student cohort)
Group staff development policy: <ul style="list-style-type: none"> • Re-introduce Staff Seminar programme as a Staff-Student seminar programme (for all staff and postgraduate students) with the expectation of at least one presentation to the seminar programme by each member of the teaching team. • Encourage attendance of all members of staff whenever a Guest Speaker/Visiting Lecturer is making a contribution to the MSc programme 	

III. PATHWAY AND MODULE DESCRIPTIONS

PG Cert	The Global Business Environment	20 credits	60 credits
	Management and Leadership of People	20 credits	
	Strategic Decision Making	20 credits	
PG Dip	Research Methods in Business (core)	20 credits	60 credits
	<i>(2 options drawn from)</i>		
	Business Consulting (<i>double module</i>)	40 credits	
	Developments in Informatics	20 credits	
	Corporate Finance	20 credits	
	eCommerce	20 credits	
	Financial Risk Management	20 credits	
	International Business Communication	20 credits	
	Management Responses to Contemporary Global Issues	20 credits	
	Management of Contemporary Global Environmental Issues	20 credits	
	Organisational Development and Change	20 credits	
	Quality Management, Systems and Processes	20 credits	
	Strategic Marketing	20 credits	
Trade and Competitiveness	20 credits		
MA	Dissertation	60 credits	60 credits

Total 180 credits

The four modules shown with a shaded background comprise a generic core, and are mandatory for all pathways.

Specialist programme pathways

Following completion of the Generic core, students can select options leading to these specialist pathway awards:

- MSc Business Management and Finance
- MSc Business Management and Marketing
- MSc Business Management and International Business

In addition, the following top-up degrees are available for students with appropriate professional qualifications from the CIPD and CIM.

- MSc Human Resource Management ('Top up' Degree)
- MSc Marketing ('Top up' Degree)

MSc Business Management and Finance

<i>Pathway Core</i>	<i>Pathway Options (one of the following)</i>
4 Generic Core	Trade and Competitiveness
Corporate Finance	Financial Risk Management
Dissertation (in the pathway)	

MSc Business Management and Marketing

<i>Pathway Core</i>	<i>Pathway Options (one of the following)</i>
4 Generic Core	Trade and Competitiveness
Strategic Marketing	International Business Communication ⁵
Dissertation (in the pathway)	

MSc Business Management and International Business

<i>Pathway Core</i>	<i>Pathway Options</i>
4 Generic Core	
One or two modules from: Trade and Competitiveness	Balance of modules from Management Responses to Contemporary Global Issues ⁶
Strategic Marketing	Management of Contemporary Global Environmental Issues ⁶
International Business Communication ⁵	
Dissertation (in the pathway)	

MSc Human Resource Management ‘Top up’ Degree

<i>Chartered Institute of Personnel and Development postgraduate diploma</i>	
Research Methods in Business	
Dissertation (in the pathway)	

MSc Marketing ‘Top up’ Degree

<i>Chartered Institute of Marketing postgraduate diploma</i>	
<i>Pathway Core</i>	<i>Pathway Options (two of the following)</i>
Research Methods in Business	Trade and Competitiveness
Strategic Marketing	International Business Communication ⁵
Dissertation (in the pathway)	

⁵ Option shared with MA International Communication

⁶ Option shared with MA Management of Contemporary Global Issues

BS7xxx: The Global Business Environment

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes.
a) Understand the historical development, nature and impacts of the globalisation of business activity and the growth of the multi-national enterprise
b) Understand the theoretical underpinnings of the globalisation process and be familiar with recent research based studies of the drivers of global business expansion
c) Critically assess the principles, practices and institutions underpinning global trading relationships
d) Analyse and evaluate the political, legal, socio-cultural, ethical, ecological economic and technological factors that play a critical role in determining the direction and outcome of international business activity
e) Apply the theoretical underpinnings developed in the module to real-world and up-to-date case study situations to understand motivations and to critical assess international business decision-making.

6. Catalogue Summary
This core module examines the interface between the expanding firm and the global business environment. The module analyses the factors influencing the firm's decision as to the degree of internationalization it undertakes and the methods considered appropriate for this development, in the context of the international environment within which international business must operate. External challenges to the international firm are examined, such as those in the economic, political, socio-cultural, environmental, ethical and legal fields. The importance of a multi-disciplinary perspective will be emphasised throughout the module. Up-to-date case studies will be used to highlight the challenges the global environment presents. The overarching aim of the module is to familiarise students with the key features of the global business environment which can be expected to impact on global business and which provide challenges to and opportunities for business growth. The module also provides important introductory material for the later stages of the course.

7. Assessment Pattern	Weight %	Pass Req	Comments
Assignment	50	50% on	(Minimum 40% in each element)
Exam	50	Aggregate	

8. Indicative Tutorial Team	Ross Catterall, Business staff, plus visiting speakers.
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9. Indicative Teaching Methods

Lectures complemented by seminars and practical activities. As well as individual assignment, students will be encouraged to engage in group-discussions and role-plays to address the external factors affecting global business. They will need to contribute critically and articulately to a problem solving approach to external challenges focussed upon, and to demonstrate originality of thinking as well as an understanding of the key literature and concepts involved. The virtual learning environment (VLE) will be used extensively to provide guidance notes, further information, power point slides and links to useful websites and further reading.

10. Indicative Learning Activities	Hours	Comments
Lectures	15	Whole group
Seminars	30	Small groups
<i>Student managed learning</i>	155	Study groups + independent
Total:	<u>200</u>	

11. Sample Assignments

‘A rapid growth of international trade and financial flows has made countries much more interdependent. As a result, domestic economies are being governed increasingly by the global economic and financial developments, and global institutions’. Analyse this statement and explain the various forms that global economic and business interdependence takes.

12. Indicative Outline Content

- A historical perspective of globalisation and economic growth
- The nature of multi-national enterprises and their drivers of global economic growth
- The globalisation process and business across frontiers: theoretical underpinnings
- Global and regional interdependence
- The global political and legal environment
- The global socio-cultural environment
- The global ethical and ecological environment
- The global economic and technological environment
- Global financial markets and financial instruments, risk and return
- Global trading patterns
- International economic institutions and the regulation of global business activity.

13. Indicative Reading

Key Texts:

- Daniels, JD, Radebaugh, LH & Sullivan, DP (2005) *International Business: Environments & Operations*, 11th edition, Harlow: Addison-Wesley
- Hill, CWL (2005) *International Business: Competing in the Global Marketplace*, 4th edition, London: McGraw-Hill & Irwin
- Morrison, J (2006) *The International Business Environment: Global and Local Market Places in a Changing World*, 2nd edition, Basingstoke: Palgrave
- Wall, S & Rees, B (2004) *International Business*, 2nd edition, Harlow: FT/Prentice Hall

Other Reading:

- Brox, J, Catterall, R & Koveos, P (eds) (2006) *Structural Reform and the Transformation of Organisations and Businesses*, Waterloo, Canada: North Waterloo Academic Press
- Catterall, RE & Aldcroft, DH (eds) (1996) *Rich Nations – Poor Nations: The Long-Run Perspective*, Cheltenham: Edward Elgar
- Catterall, RE & Aldcroft, DH (2004) *Exchange Rates and Economic Policy in the Twentieth Century*, Aldershot: Ashgate Publishing
- Czinkota, MR et al (2003) *International Business*, Ohio, USA: Thomson / South-Western
- Dicken, P (2003) *Global Shift: Transforming the World Economy*, 4th edition, London: Chapman
- El-Agraa, AM (2001) *The European Union, History, Institutions, Economics & Policies*, 6th edition, London: Prentice Hall
- EL kahal, S (2001) *Business in Asia-Pacific*, Oxford: Oxford University Press
- Harrison, A, Dalkiran, E & Elsey, E (2000) *International Business: Global Competition from a European Perspective*, Oxford: Oxford University Press
- Husted, SL & Melvin MM (2004), *International Economics*, London: Addison Wesley
- McDonald, F & Dearden, S (2005) *European Economic Integration*, 4th edition, London: Longman
- Pilbeam K. (2005) *Finance and Financial Markets*, 3rd edition, London: Palgrave MacMillan
- Tayeb, MH (2000) *International Business: Theories, Policies and Practices*, Harlow: Prentice Hall

BS4xxx: Management and Leadership of People

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes. Upon Successful completion of the module students will be able to:
a) Display a critical awareness of the nature of Management and Leadership and their in organisation settings and the debates on their interrelationship.
b) Evaluate and discuss in relation to specific situations, the interrelationship between individual and group behaviour, and management and leadership
c) Critically evaluate the influence of Organisation Structure, and Organisation and National Culture, and ethics on management practices and leadership style
d) Utilise appropriate tools of analysis to support critical evaluation of the range of contemporary influences impacting on the management of people and of the HRM Policies and practice of organisations.
e) Display an in depth understanding of the approaches to categorising the desired competencies of a successful manager operating in a rapidly changing, and international setting.

6. Catalogue Summary
The subject of the management and leadership of people in organisations is both a critical issue for organisation success and one that is the subject of wide ranging debate and discussion, both in academia and the real world of organisations. The module is aimed at developing in students, both a systematic understanding of the key issues and concepts in the management of people in a era of globalisation and rapid change, and an ability to consider the issues with a critical perspective.
The module forms a part of the core studies of the programme, and will link with and draw upon the learning and teaching in the other core modules.

7. Assessment Pattern	Weight %	Pass Req	Comments
2 x seminar papers of equal weight	50	50% on Aggregate	(Minimum 40% in each element)
Case study based Exam	50		

8. Indicative Tutorial Team	Richard Graham, Katrina Easterling.
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9. Indicative Teaching Methods

The programme whilst including lecturer led teaching, particularly at the early stages of the programme, will be strongly student centred. Students from an early stage of the programme will be expected both to contribute to learning via their own seminar papers, and to engage in critical debate of their own work and the work of others.

It is expected that the opportunity will arise to listen to and interact with management practitioners from organisations with which the teaching team have an existing relationship, and ones that are subsequently developed.

Full use will be made of the UW VLE (or its replacement) as a means of student–student , and student(s)–lecturer interaction, as well as a method for dissemination of relevant materials to students.

10. Indicative Learning Activities	Hours	Comments
Lecturer-led elements	12	
Student-led elements	24	
<i>Student managed learning</i>	164	
Total:	<u>200</u>	

11. Sample Assignments

Students will be allocated a specific topic. The student will be required to present a seminar paper of 2,500 words (approx). Each seminar paper must be distributed to other seminar group members in advance. The student will then be required to lead the seminar on their allocated topic/case study. Following the seminar, the presenter will be required to reflect critically on the content of their written paper in the light of the discussion, debate, and critique occurring in the seminar. They are also required to reflect critically on the skills utilised in presenting the paper to the group, and leading the subsequent discussion.

In the context of a case study relating to a range of elements from the module content, students will take part in a role play. In their allocated roles they will carry out an written analysis of the situation from there role perspective, and its impact on them. Following the completion of the written element, they will take part in a meeting aimed at resolving the problems arising from the different perspectives on the case study.

Following the written and oral elements of the assignments, each student will complete a critical reflection of both their own contribution and those of others.

In the case of both examples, the elements of critical reflection will form a part of the written assignment on which marks are awarded.

The assignment and its assessment will also contribute to the PDP of students.

12. Indicative Outline Content

- Management and Leadership, past and contemporary perspectives
- The Attributes/abilities/competencies of effective managers and leaders
- Motivation and meaning in work
- The nature, development, and behaviour of teams
- Contemporary developments and influences on organisation structure
- Management of people in new and emerging organisational forms
- The concept of culture and its dimensions as applied to organisations
- Management of People and Human Resource Strategy .
- The influence of external factors including globalisation, national culture, gender, ethical standards, technology.

13. Indicative Reading

- Linstead S, Fulop L, & Lilley S. (2004). *Management and Organization – a critical text*. Palgrave
- Martin J. (2005) *Organizational Behaviour and Management* Thomson
- Naylor J (2003) *Management* FT Prentice Hall
- Warr P (2002) *Psychology at Work* Longman Penguin
- Goffee R, Jones G. (2006) *Why should anyone be led by you* Harvard Business School Press
- Goleman D, Boyatzis R, & McKee A (2002) *The New Leaders* Little, Brown.
- Schein E. (2004) *Organizational Culture and Leadership* Pfeiffer Willey
- Ruigrok W et al (2003) *Innovative Forms of Organizing – International Perspectives* Sage
- Goleman D (1999) *Working with Emotional Intelligence* Bloomsbury
- Kotter JP (1990) *A Force for Change: How Leadership Differs from Management* Free Press
- Kotter JP (1999) *On What Leaders Really Do* Harvard Business Press
- Goffee R, Jones G. (2003) *The Character of a Corporation* Harper Collins
- Deal TE, Kennedy AA (2000) *The New Corporate Cultures* Texere Publishing
- Schneider SC, Barsoux JL (2003) *Managing Across Cultures* FT Prentice Hall
- Bratton J, Gold J (2006) *Human Resource Management – Theory and Practice*. Palgrave

Journals

- British Journal of Management. Blackwell
- Harvard Business Review. Harvard Press
- International Journal of Organisation behaviour – USQ Press
- HRM Journal. Blackwell
- People Management. CIPD

BS7xxx: Strategic Decision Making

Sections 1 – 7 are key module details which once validated cannot be changed without re-validation

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes

This module aims to provide insight into the real-world issues of General Management within a business enterprise and will deal with both Strategic as well as Operational decision making aimed at reducing risk and optimising effectiveness within a global framework.

Upon completion of this module, students should be capable of:

- a) analysing how well the aims and objectives of an enterprise are met in practice through processes of communication and organisation.
- b) critically appraising , comparing & contrasting the management styles of several high profile business leaders
- c) understanding the differing needs of customers and how best to develop marketing strategies and plans to meet these.
- d) understanding and applying the principal elements in the strategic management process.
- e) applying analytical techniques and the use of appropriate business models.
- f) critically analysing academic theories that apply to the strategic and operational management processes
- g) understanding how both operational and functional strategies link with and inform corporate strategy (Finance, Marketing, HR, IT, Operations)
- h) analysing and clearly articulating the strategic and operational issues facing a variety of national and international enterprises (including issues of corporate governance and ethical practices) through the use of case studies and individual research.

6. Catalogue Summary

The module considers the process of general management in three parts, namely: an understanding of the nature of the enterprise; assessing its operational issues; and developing its strategies for future prosperity and well-being.. This encourages the student to analyse the differences between enterprises, their aims and objectives, products and service types as well as customers. The relationship between communication, organisation and technology is also considered as applying to the creation of value in all parts of the enterprise.

This is achieved by drawing on the theoretical academic debate to provide a discussion platform for the analysis of differing approaches to general management.

Through the use of case studies, business simulations and individual research the student is asked to consider management both at corporate and operational levels. It is a feature of the module that 'real-world' issues are exposed and considered from a variety of business types (e.g. profit and not-for-profit).

The module also aims to provide the student with a holistic appreciation of general management in an international context and the parts that Marketing, Finance/Accounting, HR , IT and Operations play in the formulation and day-to-day implementation of operational and corporate strategy.

7. Assessment Pattern	Weight %	Pass Req	Comments
Assignment	50%	50% on aggregate	Written report and Seminar
Examination	50%	(40% min. in each element)	Case Study based

8. Indicative Tutorial Team Mike Davies & Business Management Team.

9. Indicative Teaching Methods

A series of key lectures will be supplemented by workshops and seminars where case studies and business simulations will be considered and analysed. Students will typically prepare and lead a class seminar discussion.

10. Indicative Learning Activities	Hours	Comments
Lectures/workshops	36	Case studies, business simulations and videos.
<i>Student managed learning</i>	164	Visits to regional businesses.
Total:	<u>200</u>	

11. Sample Assignments

Working in groups of 2 max. students are asked to choose an industry (details to be agreed by the tutor) and be required to analyse the primary strategic and operational issues that have confronted companies operating within it over the past 5 years. For example: Choosing only two such organisations, compare & contrast management styles over the past 5 years, and in particular critically appraise the core competences, cultural, competitive and stakeholder forces at work. In addition, consider in depth one of your chosen organisations and conclude whether or not value is being optimised in all major parts of the business through organisational, communication and operational processes at work. Suggest the principal strategic options that appear open to this company.

12. Indicative Outline Content

- The Enterprise: Aims/objectives, products and services and customers
- The Enterprise. Culture, organisation and management styles.
- Communication
- Strategic Management: The future enterprise
- Strategic Management: Tools to analyse, choose and implement a way forward
- Operational Management: Today's issues and how to add value.
- Operational Management: Internal and external systems of organisational balance.
- Operational Management: Welding the elements of Marketing, HRM, IT, Finance and operations together to add value.
- International General Management
- Control systems.

13. Indicative Reading

Course Texts:

Atrill P (2006) *Financial Management for Decision Makers* FT Prentice Hall

Cole G A (2004). *Management Theory and Practice*. Thomson Learning. London

Johnson,G ,Scholes,K & Whittington R (2005) *Exploring Corporate Strategy*
7th ED. Prentice Hall, London

Pettinger R (2002). *Introduction to Management*. 3rd ED. Palgrave, Basingstoke.

Additional Reading:

Basu R & N Wright (2006). *Total Operations Solutions*. Butterworth. Oxford

Guirdham M (2005) *Communicating across Cultures*. 2nd. ED. Palgrave. Basingstoke.

Hardman D & L Macchi (Eds).(2005). *Thinking*. Wiley, Chichester.

Kotler P. G Armstrong, J Saunders and V Wong (2004) *Principles of Marketing* 4th European Ed..
Prentice Hall, London.

Mullins L J (2005). *Management and Organisational Behaviour*. 7th ED. FT London.

Needle D (2004) *Business in Context*. 4th ED. Thomson Learning. London

Stacey, R (2003) *Strategic Management and Organisational Dynamics*, 4th Ed. Pearson Education,
London.

Yip, G (2003) *Total Global Strategy ii*, Pearson Education, New Jersey, USA

BS4xxx: Research Methods in Business

Sections 1 – 7 are key module details which once validated cannot be changed without re-validation

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes
<p>This course gives a grounding in the research philosophies, methods and techniques appropriate for researches in the various areas of business. The course will enable students both to critically evaluate material that they encounter in their investigations from a methodological perspective and also equips them with the tools of design and analysis necessary to conduct their own investigations. Specifically the course will</p> <ol style="list-style-type: none"> Explore the underlying philosophical underpinnings of research strategies Review the quantitative techniques typically deployed in the presentation and analysis of research findings Explore the scope for varieties of qualitative research design and analysis Analyse the application of ethical principles involved in the various stages of the research process Detail the ways in which research papers are formulated, written and presented with a view to informing the forthcoming dissertation

6. Catalogue Summary
<p>This module develops the principles and techniques of research methods typically used in the analysis of research projects in the business arena. After exploring the philosophical underpinnings of research strategies, the course reviews the research design and data collection strategies. The detailed tools of both quantitative and qualitative analysis are explained and applied to the types of data typically collected. An exploration will be made of the ethical issues that permeate all stages of the research process. The module concludes with an examination of the ways in which research proposals are typically constructed and conference/journal papers prepared, all with a view to providing the essential skills for the research processes involved in preparing a Masters level dissertation.</p>

7. Assessment Pattern	Weight %	Pass Req	Comments
Quantitative Survey Analysis	25	50% on Aggregate	(Minimum 40% in each element)
Qualitative Survey Analysis	25		
Critical methodological analysis of Research Papers	25		
Research Paper presentation	25		

8. Indicative Tutorial Team	Professor Mike Hart, Chris Grover, Professor Dan Remenyi
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9. Indicative Teaching Methods

A variety of methods will be deployed. Some will be conventional lectures complemented by seminars. The quantitative elements will be taught in workshops in computer laboratories utilising appropriate software (MINITAB, SPSS) Blended learning techniques will be utilised to review and demonstrate conventionally used tools (e.g. Levine *et. al*, 2004 for statistics) – specialised workshops will then be deployed to assist students who need more instruction in these areas. Qualitative techniques will be largely seminar based but the principal research packages deployed (NUDIST, Atlas-TI) will also be introduced. Analysis of videoclips will be utilised to demonstrate thematic analysis of interview data. Research proposals will be explored by way of discussions and presentations.

10. Indicative Learning Activities	Hours	Comments
Lecture	15	Large group
Seminars	30	Small group
<i>Student managed learning</i>	155	Study group/ independent
Total:	<u>200</u>	

11. Sample Assignments

(Quantitative): Undertake a survey in a business-related area of your choice indicating

- i. how the research question(s) are derived from the underlying literature base
- ii. showing that you can both utilise, justify and explain the principal modes of parametric and non-parametric hypothesis testing deploying appropriate software
- iii. report on the ethical issues raised at various junctures and how they have been addressed

(Qualitative): Undertake a survey in a business-related area of your choice indicating

- iv. how the research question(s) are derived from the underlying literature base
- v. how your data collection and analysis display a sound grasp of the principles of qualitative analysis
- vi. report on the ethical issues raised at various junctures and how they have been addressed

12. Indicative Outline Content

- Nature of business research
- Philosophical underpinnings (positivism, interpretivism, critical realism, action research)
- Exploring the research question
- Varieties of research design
- Evidence collection strategies
- Validity, reliability and generalisability
- Samples and sampling
- Questionnaire design and analysis
- Quantitative Research Techniques
- Underling assumptions
- Measurement scales
- Univariate statistics – measures of central tendency and dispersion
- Projecting into the future – time series, multiple regression
- Hypothesis testing (parametric and non-parametric)
- monetary returns over time
- Computer packages (SPSS, MINITAB, Atlas ti)
- (Note: The tutors on this module will make themselves available as a resource to assist students undertake more specialised analyses in their particular pathways e.g. experimental designs, factor analysis in Marketing)
- Qualitative Research Techniques
- Underling assumptions
- Data and evidence in qualitative research
- Grounded Theory
- Gathering data by interviews, focus groups, observation and participant observation
- Document and case study analysis. Archival data analysis
- Theoretical analyses of qualitative data
- Writing up the results : ‘thick’ descriptions
- Research and Presentational Issues
- Specialised bibliographical tools. Accessing the ‘deep web’
- Writing a research proposal
- Preparing papers for academic journals and conferences
- Ethical issues in the research process
- Preparing for a dissertation or thesis

13. Indicative Reading

Core texts:

Bryman, A. and Bell, E. (2003) *Business Research Methods*, London, Oxford University Press
Jankowicz, A.D. (2005), *Business Research Projects* (4th edition), London, Thomson Learning
Saunders, M. et al. (2007). *Research Methods for Business*, 4th ed.. London: Routledge

Other resources include:

Collis, J. and Hussey, R. (2003) *Business Research*, Basingstoke, Palgrave Macmillan
Curwin, J. and Slater, R. (2004) *Quantitative Methods – a Short Course*, London, Thomson Learning
Barzun, J. and Graff H.F. (1970) *The Modern Researcher*. New York: Harcourt Brace.
Denscombe, M. (1998). *The Good Research Guide*. Milton Keynes: Open University Press
Denzin, N.K., & Lincoln, Y.S., (Eds.) (2000). *Handbook of Qualitative Research*. London: Sage Publications
Diamantopoulos, A. and Schlegelmilch, B. (2000) *Taking the Fear out of Data Analysis*, London, Thomson Learning
Mason, J. (1996). *Qualitative researching*. London: Sage Publications.
Oppenheim, A.N., (1992). *Questionnaire Design, Interviewing and Attitude Measurement*. Pinter Publishers.
Owen, D, Davis M. (1991). *Help with your Project*. London: Edward Arnold.
Patton, M.Q. (2002), *Qualitative Research and Evaluation Methods*, (3rd edition), London, Sage Publications
Robson, C. (1994). *Real world research: a resource for social scientists and practitioner researchers*. Oxford: Blackwell.
Silverman, D. (2000). *Doing Qualitative Research*. London: Sage Publications.
Strauss A.L., Corbin, J.M. (1990). *Basics of qualitative research*. London: Sage Publications
Levine, D.M., Stephan, D., Krehbiel, T.C. and Berenson, M.L (2004) *Statistics for Managers using Microsoft Excel 4/e*, London: Prentice Hall

On-line resource:

Levine, D.M., Stephan, D., Krehbiel, T.C. and Berenson, M.L. (2004) *Statistics for Managers using Microsoft Excel 4/e*, London, Prentice Hall
(PowerPoint slides)

BS4xxx: Business Consulting

Sections 1 – 7 are key module details which once validated cannot be changed without re-validation

2. UoW Credits	40	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes
<p>The aim of this module is to equip the student with sufficient skills to conduct a business consulting assignment for a commercial client in a professional manner.</p> <p>Upon completion of this module, students should be capable of:</p> <ul style="list-style-type: none">a) conducting a project scoping exercise for a business consulting projectb) determining the needs of the client and matching this with the competences of the consultant.c) drafting , delivering and negotiating a business proposal for a consulting projectd) planning and providing project management tools for an accepted project.e) conducting assignment tasks to time and cost budgets/plans.f) effectively reporting progress as well as final results to the clientg) understanding the ethical framework within which the assignment must be conducted.h) abiding by the codes of conduct of the Institute of Management Consultancy.

6. Catalogue Summary
<p>The module takes a highly practical approach to the business of consultancy in a commercial environment. It does so in two distinct parts namely, classroom based learning & teaching followed by a 'live' business project for a commercial client.</p> <p>The class-based activities look at all aspects of providing a professional service to clients, including client relationship management, project scoping , consideration of competences and project needs. The management of the project including time/cost controls; team management and project reporting. Quality management and ethical guidelines are also considered.</p> <p>The available project(s) will be identified and agreed by staff with clients prior to the start of the module. Students will be 'matched' to projects prior to acceptance to the module in order to maximise the likely success both for the client as well as the student. Students will normally work in pairs and be assessed both by the client and supervisor against criteria agreed in advance by all parties.</p>

7. Assessment Pattern	Weight %	Pass Req	Comments
	Project 100%	50%	

8. Indicative Tutorial Team	Mike Davies & Business Management Team.
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9. Indicative Teaching Methods

A series of key lectures will be supplemented by workshops and seminars where case studies will be considered and analysed.

The Project will be supervised and the student mentored by a qualified member of the Business Mgt team through regular meetings throughout the course of the project.

10. Indicative Learning Activities	Hours	Comments
Classroom time	18	For the initial 6 weeks (3 hours per week)
Project	382	To be completed within the module duration.
Total:	<u>400</u>	

11. Sample Assignments

Consider the issues of communication between the Marketing and Finance departments of a client company involved in the fast moving consumer goods market. They have been are concerned that efficiency is being compromised by lack of cohesion between the departments manifest in a 'blame game' involving senior management of the business.

Scope the project and propose an action plan to analyse and suggest solutions that might then be implemented by the client. Be prepared to design and manage the project plan and report at regular intervals both to the client's representative and to your academic supervisor. The output of the project should be in the form of a written report (approximately 5,000 words) and you should be prepared to present your findings to the client in a suitable form to be agreed (Most probably a verbal presentation to the client's senior management group).

12. Indicative Outline Content

- Marketing & selling consulting services
- Scoping and proposing the project
- The role of the Consultant
- Ethical and professional codes of conduct
- Client relationship management
- Project management inc. team management.
- Quality management
- Administration & Reporting
- Where to stop.

13. Indicative Reading

Course Text:

Wickham P A (2004) *Management Consulting–Delivering an Effective Project*, 2nd Ed. Pearson. London

Additional Reading:

Cope M (2003). *The Seven Cs of Consulting*. 2nd ED. Pearson, London

Johnson M (2005). *The Independent Consultants Survival Guide*. CIPD. London.

Kubr M (2002). *Management Consulting*. 4th ED. Intl Labour Organisation, Geneva.

Markham C (2004). *The Top Consultant*. Kogan Page, London.

McKenna C D (2006) *The World's Newest Profession*. Cambridge Univ. Press, Cambridge..

Newton R (2005) *Project Manager. Mastering the Art of Delivery in Project Management*. FT. London

Peelen E (2005). *Customer Relationship Management*. FT. London

Schaffer R H (2002) *High Impact Consulting*, Jossey Bass. San Francisco, Calif

Toppin G and F Czerniawska (2005) *Business Consulting*. Profile Books.

BS4xxx: Corporate Finance

Sections 1 – 7 are key module details which once validated cannot be changed without re-validation

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes
<p>This course critically analyses complex principles of corporate finance and examines advanced mathematical models for financial decisions and firm valuation. The student will learn how to apply asset pricing tools to evaluate projects, what the process for capital structure decision making is and how to measure corporate wealth.</p> <p>a) Critically evaluate the key role played by financial intermediaries and markets in a modern economy</p> <p>b) Demonstrate a critically awareness of how investment information is synthesised and evaluated in corporate organisations.</p> <p>c) Evaluate the evidence base research on risk and reward in relationship to portfolio theory and the capital asset pricing model</p> <p>d) Comprehend the more complex capital structure of firms and communicate the intricacies of balancing debt and equity</p> <p>e) Evaluate corporate value in complex and unpredictable situations utilising advanced measurement tools.</p>

6. Catalogue Summary
<p>This module aims to develop a critically appreciation of the major principles of finance and the advanced mathematical models used in financial decision making and firm valuation in the corporate business world. The student will learn with a critically awareness how to undertake investment analysis to evaluate competing projects, what the process for capital structure decision making is and how to measure corporate wealth. The module teaching assumes that students have obtained an undergraduate degree from any discipline however no prior knowledge of finance will be expected.</p>

7. Assessment Pattern	Weight %	Pass Req	Comments
	Report 50	50% on	(Minimum 40% in each element)
	Exam 50	Aggregate	

8. Indicative Tutorial Team	Julia Burgess and Dr George Filis.
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9. Indicative Teaching Methods

Lectures complemented by seminars and practical activities. Students will be required to undertake advanced calculations, contribute to critically discussion and demonstrate initiative and originality in problem solving. Students will be working in groups as well as individually. Games and simulations will be used to enhance learning and enjoyment, for example the share game and investment appraisal simulations. Guidance notes for students, including lecture outlines and power point slides are posted on the virtual leaning environment as well as links to useful web sites and further reading.

10. Indicative Learning Activities	Hours	Comments
Lecture	15	Large group
Seminars	30	Small group
<i>Student managed learning</i>	155	Study group/ independent
Total:	<u>200</u>	

11. Sample Assignments

Take the role of a senior financial manager reporting to the financial director. Prepare a 3000 word report which critically analyses the corporate financial management of a publicly quoted international company. The report should include numerical calculations, chart and diagrams to support the analysis, such as the company's weighted average cost of capital.

12. Indicative Outline Content

- The corporate world, corporate governance and the role of the financial manager
- Investment appraisal and the decision making process ,
- Risk and Return
- Stock markets and raising equity capital
- Debt finance
- Capital structure
- Value based management
- Mergers.

13. Indicative Reading

Arnold G (2002), *Corporate Financial Management*, London (** Recommended Reading)

Atrill P (2006) *Financial Management for Decision Makers* FT Prentice Hall

Brealey R, Myers S, Allen F (2005) *Corporate Finance* McGraw Hill

Brigham E and Ehrhardt M (2005) *Financial Management*

Kim S and Kim S (1999) *Global Corporate Finance* Blackwell Business

Lumby S Jones C (2003) *Corporate Finance; Theory and Practice* Thompson Learning

Ross S, Westerfield R, Bradford J (2006) *Essentials of Corporate Finance* McGraw Hill

Ross, Westerfield and Jaffe (1996) *Corporate Finance*, McGraw Hill

Ryan B, (2007) *Corporate Finance and Valuation* Thomson

Watson D Head D (2003) *Corporate Finance: principle and practice* FT Prentice Hall

Additional reading:

Oxford Dictionary of Finance (latest) Oxford

The Times, Financial Times, Daily Telegraph, Investors Chronicle, Guardian, Independent, Economist, weekend financial sections, and financial journals.

Web-sites for case study companies; e.g. Ft.com; Comdirect.com; Bloomberg.com

BS4xxx: Developments in Informatics

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes.
Aims
a) To examine appropriate developments in information and communications technologies and to relate them to the information requirements of a range of business organisations.
b) To understand issues that arise in the development and deployment of complex business information systems.
Learning Outcomes: On successful completion of the module, students will have the appropriate skills and knowledge to:
a) Understand the characteristics of currently used and evolving information and communications technologies as they relate to their applicability in a business environment
b) Analyse and identify the current and emerging technologies that should be taken into account when defining the information requirements of a range of businesses
c) Understand underpinning ideas and techniques that are used in the development of business information systems and their applicability and limitations
d) Deploy some specific advanced information handling techniques
e) Analyse the effectiveness of the services provided by business information systems
f) Identify and understand potential barriers to the deployment of information and communications technologies.

6. Catalogue Summary
This module is a critical analytical review of current developments in information and communications technologies and their impact on business. The module will concentrate on the latest developments in technology and how those developments are likely to be employed in business. Another focus of the module will be the techniques and methodologies used in developing systems. Students will gain a range of technical skills relevant to a career in business in which they have responsibilities concerned with the oversight, management and development of business information systems. Students taking the module should have an interest in the technology and have standard personal computing IT skills.

7. Assessment Pattern	Weight %	Pass Req	Comments
Supervised work session	50	50% on	(Minimum 40% in each element)
Report	50	Aggregate	

8. Indicative Tutorial Team	David Rush, Eric Bodger and Mike Hart.
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9. Indicative Teaching Methods

Each teaching session will be a mixture of a lecture together with a series of learning activities. Some of these will be paper based individual exercises, others exercises for a group. Considerable use will be made of the group communication facilities of a virtual learning environment for students to develop their expertise through shared learning activities. Practical computer based work will be undertaken to allow students to develop their own advanced IT skills.

The supervised work session will be an assessed session lasting 6 hours during which students will develop their own information system using previously taught techniques. Data mining is an example of the type of system that students would be required to produce.

10. Indicative Learning Activities	Hours	Comments
Lecture	36	
<i>Student managed learning</i>	164	
Total:	<u>200</u>	

11. Sample Assignments

Supervised work session

Using the supplied database create a series of OLAP queries as specified. Include in your write up a justification for the use of this technology for the indicated application

Report

Choose an information technology that is not as yet widely used in business. Explain clearly the characteristics of that technology and outline a scenario by which it could be introduced into a named company. Analyse the likely effects of such an introduction.

12. Indicative Outline Content

Business informatics encompasses the study of the information processes in business and related information and communication technologies that support these processes. By its very nature it limits itself to information processes that can be formalised and structured. The topics covered may well vary from delivery to delivery but in each case will be chosen to achieve the module's learning outcomes.

Topics may include:

- Data storage technologies including data warehousing and data mining
- Usability analysis of systems and issues of human-computer interface design
- Neural nets for business decisions
- Networking technologies
- The Internet and Internet technologies
- Knowledge management
- Development methodologies and techniques
- Decision support and knowledge based systems
- Aspects of confidentiality and data and information security.

13. Indicative Reading

Carroll J M (Ed) (2003) *HCI Models, Theories and Frameworks, Towards a Multidisciplinary Science*, Morgan Kaufman

Connolly T and Begg C,(1999) *Database Systems* Addison Wesley

Laudon K C and Laudon J P (2006) *Management Information Systems*, Pearson Education

Nielsen J and Loranger H (2006) *Prioritising Web Usability*, New Riders

Pendharkar P C (2003) *Data Mining Technologies in Organisations: Techniques and Applications*, Hershey

Roiger R and Geatz M W (2003) *Data Mining A Tutorial-based Primer* Pearson Education

Tannenbaum A S (2003) *Computer Networks*, Pearson Education

Te'eni D et. al. (2006) *Human Computer Interaction: Developing Effective Organizational Information Systems*, Wiley

Van Duyne D K (2003) *The design of Sites* Addison Wesley

White C M (2007) *Data Communications and Computer Networks, A Business User's Approach*, Thomson

Journal: *Communications of the Association of Computing Machinery (CACM)*. Several of the issues concentrate on topics of interest in this module.

BS4xxx: eCommerce

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught and Independent Study
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes. On completion of this module students will be able to:
a) Demonstrate critical understanding of key academic approaches to eCommerce;
b) Evaluate how successfully these approaches are implemented in the business world;
c) Integrate into research activities a critical consideration of the wide-ranging impact of changing technological, social and legislative factors such as control, censorship, access options, piracy, unhealthy children, online fraud and newly emerging topics;
d) Develop awareness of how to utilise a range of specific eCommerce models and methodologies;
e) Illustrate an understanding of how tools and theories in d) above may be influenced by and adapted to account for market, global and cultural differences;
f) Recognise how different organisation structures and dynamics are evolving in the fully-committed eCommerce business;
g) Present research, analysis, conclusions and recommendations in professional business reports or presentations as required.

6. Catalogue Summary
The world of electronic business is a relatively new and fast developing sector. Through a range of specific case studies and student led projects critical consideration will be accorded both to the strategic principles involved in eCommerce and the detailed tools and methodologies used in implementation.
Views based on practical experience of students will be welcomed and encouraged.
The implications of different business cultures and how they may or may not affect the design, structure and utilisation of eCommerce recur throughout the module.
The module takes an integrative approach drawing on new and existing perspectives and models from many disciplines such as information systems, strategy, marketing, operations and human resource management.

7. Assessment Pattern	Weight %	Pass Req	Comments
Individual presentation and critical analysis of selected website/s	50	50% in individual presentation	Supported by physical evidence of research
Detailed project plan and specification for a new website with costed and justified business plan	50	Minimum 40% in group-work 50% on Aggregate	

8. Indicative Tutorial Team	Elwyn Cox, Eric Bodger.
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9. Indicative Teaching Methods

A combination of lectures and seminars including in-depth use of case studies, supported by guided research for students. Example web sites and e-based processes will be analysed in detail and the transient nature of tools such as viral campaigns evaluated.

Input from guest lecturers and speakers will be strongly supported where relevant.

10. Indicative Learning Activities	Hours	Comments
Lecture	30	
<i>Student managed learning</i>	170	
Total:	<u>200</u>	

11. Sample Assignments

Individually select a UK-based website and critically evaluate its value to both the customer and the site owner. Consider the tools used and recommend improvements (possibly by reference to competitor sites). Find a similar site in any other country (English language preferred, but not compulsory) and highlight the similarities and differences. Argue with justified reasons whether the geographic or cultural environment has had an impact. Guideline presentation length, 20 mins.

As a group of 3 or 4 you are to develop a capital funding proposal to present to investors. Lecturing staff will play the role of the investors and you have to show detailed, carefully costed plans for the development of the site plus associated marketing plans. As part of the report that you will give in advance to the investors you will reference leading contemporary thinking.

12. Indicative Outline Content

- A consideration of the rapid, if uneven, growth of the internet as the medium for electronic transactional-based systems.
- Does eCommerce require a new business paradigm or is it an adaptation of existing theory – evolution rather than revolution?
- How complete is the move to eCommerce? Is the pace of change sustainable - what new developments are on the horizon? What geographic and cultural differences impact on the globalisation of eCommerce?
- Specific areas include:
 - What is the difference between eMarketing, eBusiness and eCommerce?
 - The effects of an e-environment on organisations.
 - Critical evaluation of strategy process models for e-business.
 - Advise on the successful utilization of resources for e-business implementation.
 - Analysis of the eCommerce value chain.
 - How can the importance of Customer Relationship Management be compatible with the impersonality of the eBusiness environment?
 - Comparative analysis of websites.

13. Indicative Reading

- Afuah, A., Arbor, a. and Tocci, C. (2001), *Internet Business Models and Strategies*, McGraw-Hill: New York
- Chaffey, D. (2002), *E-Business and E-Commerce Management*, Pearson Education Ltd.: Harlow
- Chaffey, D., Mayer, R., Johnston, K. and Ellis-Chadwick, F. (2003), *Internet Marketing: Strategy, Implementation and Practice*, FT Prentice Hall: Harlow 2nd edition.
- Hofacker, C. (2001), *Internet Marketing*, 3rd edition, John Wiley: New York
- Oz, E. (2001), *Foundations of E-Commerce*, Prentice Hall: Upper Saddle River, NJ.
- Parker, R. (2000), *Relationship Marketing on the Web*, Adams Streetwise: Holbrook, MA
- Peters, T. (2003), *Re-imagine! Business excellence in a disruptive age*, Dorling Kindersley: London
- Rayport, J. and Jaworski, B. (2001a), *E-Commerce*, McGraw-Hill: London
- Rayport, J. and Jaworski, B. (2001b), *Cases in E-Commerce*, McGraw-Hill: London
- Seybold, P. (1999) *Customers.com*, Century Business Books. Random House: London
- Siegel, D. (2000), *Futurize your Enterprise. Business strategy in the age of the e-customer*, John Wiley: New York
- Smith, P.R. and Chaffey, Dave (2002), *eMarketing eXcellence: The Heart of eBusiness*, Elsevier Butterworth-Heinemann: Oxford
- Willcocks, L. and Sauer, C. (eds) (2000), *Moving to E-business*, Random House: London
- Windham, L. (2001), *The Soul of the New Consumer: The Attitudes, Behaviours and Preferences of e-customers*, L. Allworth Press: New York

BS4xxx: Financial Risk Management

2. UoW Credits	20	Level:	M	Status	C
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3. Subject	Business Management	Type:	Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes

This module aims to develop an understanding of the theory and practice of financial risk management.

Completion of the module will enable students to:

- Define key terminology and understand the relationship between investment risk and reward;
- Accurately identify and measure exposure to many types of financial risk;
- Apply various risk management strategies using derivatives instruments;
- Describe and critically evaluate the advantages and limitations of various risk management methods;
- Apply current best-practice analysis to risk management and decision-making.

6. Catalogue Summary

In this module students acquire an understanding of the financial markets operations and their products. This module studies some of the most useful theory and practice of risk management in an international context. All the important risks must be critically assessed in any investment. Thus, students explore the ways of identifying, evaluating, and managing financial risks. They are required to examine and analyse various risks such as volatility, liquidity, credit, market and other risks. In addition, students learn how to make an informed choice and how to apply various risk management techniques using financial derivatives tools, such as forward, futures, swaps and forward rate agreements, in order to minimise the financial exposure. Derivatives allow investors and corporations to hedge financial risks. By managing financial risks, a company can focus on its main activities and operations, rather than on forecasting interest rates, exchange rates, and future commodity prices.

7. Assessment Pattern	Weight %	Pass Req	Comments
2 short in-class tests	20	50% on	(Minimum 40% in each element)
Report	50	Aggregate	
Exam	30		

8. Indicative Tutorial Team	Dr George Filis and Business Colleagues
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9. Indicative Teaching Methods

Lectures complemented by seminars and practical 'workshop' activities. Student participation in the seminars is encouraged. Students may form study groups to share case information and then write their own reports.

10. Indicative Learning Activities	Hours	Comments
Lecture	15	Large group
Seminars	30	Small group
<i>Student managed learning</i>	155	Study group/independent
Total:	<u>200</u>	

11. Sample Assignments

Take the role of a financial risk analyst reporting to the group manager. Prepare a report analysing, evaluating and suggesting various ways on how a multinational firm can hedge its exposure on interest rate fluctuations, exchange rate fluctuations, stock price changes etc. You should illustrate and justify your arguments and proposals using appropriate examples, graphs and tables.

12. Indicative Outline Content

- Introduction to financial markets and risk management
- Types of financial risks
- Derivatives instruments: overview
- Money market: bonds, exchange rates, interest rates
- Stock market
- Derivative market: options, futures, swaps
- Hedging strategies

13. Indicative Reading (*core textbooks)

Cuthbertson K. Nitzsche D. (2001) *Financial Engineering: Derivatives and Risk Management*, Wiley*

Cuthbertson K. Nitzsche D. (2004) *Quantitative Financial Economics – Stocks, Bonds, and Foreign Exchange*, 2nd edition, John Wiley & Sons

Eales A. B. (1994) *Financial Risk Management*, McGraw Hill

Fabozzi F. (2006) *Bond Markets: Analysis and Strategies*, 6th edition, Prentice-Hall

Hull J. (1997) *Introduction to Futures and Option Markets*, Pearson US Imports & PHIPES

Hull J. (2005) *Options, Futures and Other Derivatives*, 6th edition, Prentice Hall

Hull J. (2006) *Risk Management and Financial Institutions*, Prentice Hall*

Lofthouse S. (1995) *Equity Investment Management*, Wiley

Neftci N. S. (2004) *Principles of Financial Engineering*, Academic Press Inc.

Pilbeam K. (2005) *Finance and Financial Markets*, 2nd edition, Palgrave MacMillan

Additional reading:

Oxford Dictionary of Finance (latest) Oxford

The Times, Financial Times, Daily Telegraph, Investors Chronicle, Guardian, Independent, Economist, weekend financial sections, and financial journals.

Web-sites for case study companies; e.g. Ft.com; Comdirect.com; Bloomberg.com

Sections 1 – 7 are key module details which once validated cannot be changed without re-validation

1. Module Title	International Business Communication
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2. Credits	20	Level	M	Status	C	Module Code	EA7004
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3. Subject Communication	International	Type	Taught
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4. Pre-requisites	None	Co-requisites	None
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5. Learning Outcomes
<p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> (a) analyse, critically reflect on and discuss theoretical perspectives, current problems and research relating to international business communication, and show and critical awareness of the current problems and insights that are at the forefront of this area of business. (b) comprehend in depth and articulate their critical awareness of the dynamics of international business communication across cultural and linguistic divides (c) demonstrate added value in their ability to relate theoretical perspectives on international business communication to their previous experiences of communicating with people of other nations and cultures (d) present synthesised information on issues related to international business communication (e) demonstrate their original application of their systematic understanding of generic issues of international communication, and their practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in this area of business.

6. Catalogue Summary

The module will consider in depth the most important factors for communicating successfully in a foreign business environment and for meeting the intercultural challenges that can typically arise within the varied circumstances of such business. Studies will cover typical cultural issues, etiquette, preferred business practices, communication methods, cultural blocks, values and ethics. These studies will engage with the most useful theoretical insights and research that relate to these issues. It will also include a study of the preliminary research that can be done prior to assuming a business-related role in an unfamiliar cultural environment.

7. Assessment Pattern	Weight %	Pass Req	Comments
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Business-style presentation + written commentary	50%	Yes	
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Essay	50%	Yes	3,000 words
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8. Indicative Tutorial Team	Mandy Jones and visiting speakers
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9. Indicative Teaching Methods

Lectures and seminars

Saturday workshops

10. Indicative Learning Activities	Hours	Comments
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Lectures and seminars	24	
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Saturday morning workshops (2)	8	
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<i>Student managed learning</i>	<u>160</u>	
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Total	200	
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11. Sample Assignments

Introduce your organisation to a party in another country, with whom your organisation wishes to begin a business relationship. Your presentation should introduce your organisation as effectively as possible to this party in what is a foreign country to you, while also making use of your critical awareness of the problems and insights relevant to this specific business interaction.

(Business-style presentation + written commentary)

Give a presentation (in English) promoting a famous product made in your country to an audience in another country of your choice. Your presentation should promote the product as effectively as possible while also making use of your critical awareness of the problems and insights relevant to this specific business interaction.

(Business-style presentation + written commentary)

Imagine that you have been made responsible for setting up and hosting a meeting with a small group from a specified culture that is different from your own. Critically examine the extent to which theoretical insights and the findings of recent research can contribute to the success of this meeting and your role in connection with it. (Essay)

Your international company (as identified by you) has decided to set up an office in Singapore, and you have agreed to be part of the small international team that will relocate there. In what ways and to what extent can theoretical insights and research techniques available enable you to brief your team colleagues effectively on the issues of business communication that the team can expect to encounter in Singapore? (Essay)

12. Indicative Outline Content

- cultural issues, values and ethics in an international business context
- behaviour and etiquette in international business communication
- favoured methods of communication and getting business done in different cultural circumstances
- cultural blocks
- the stages of communication when doing business internationally
- verbal and nonverbal international communication methods
- application of established techniques of research and enquiry to an unfamiliar cultural environment

13. Indicative Reading

- Bell, A.H., Dayle, M & Smith, H. (1999). *Management Communication*. Indianapolis, IN: Wiley.
- Bennett, R. (1999). *International Business*. London: Prentice Hall.
- Blundel, R. (1998). *Effective Business Communication: principles and practice for the information age*. London: Prentice Hall.
- Brennan, I. (2003) *Business Etiquette in the Twenty-First Century*. London: Piatkus
- Brennan, L. & Block, D. (1991). *The Complete Book of Business Etiquette*. London: Piatkus.
- Carte, P. & Fox, C. (2004). *Bridging the Culture Gap: A Practical Guide to International Business Communication*. London: Kogan Page
- Daniels, J.D., Radebaugh, L.H. & Sullivan, D.P. (2002). *Globalization and Business*. Prentice Hall.
- Financial Times Mastering Global Business*. (1999). London: Prentice Hall.
- DeMente, B.L. (2004). *Chinese Etiquette and Ethics in Business*. Burr Ridge, ILL: McGraw-Hill
- DeMente, B.L. (2004). *Japanese Etiquette and Ethics in Business*. Burr Ridge, ILL: McGraw-Hill
- Guirdham, M. (1999). *Communicating across cultures*. London: Palgrave Macmillan.
- Hoedelin, L. (1994). *Managing cultural differences: strategies for competitive advantage*. Harlow: Addison-Wesley.
- Lahiff, J.M. & John, M.D. (1997). *Business Communication: Strategies and Skills*. London: Prentice Hall, 5ed
- Lewis, R.D. (2005). *When Cultures Collide*. London: Nicholas Brealey
- McDonald, F. & Burton, F. (2002). *International Business*. Florence, KY: Thomson Learning.
- Mead, R. (1995). *International Management: cross cultural dimensions*. Oxford: Blackwell Business.
- Morrison, J. (2002). *The International Business Environment*. London: Palgrave Macmillan.
- Pugh, D.S. & Plath, A.R. (2003). *International Business and Management*. London: Sage Publications, Volume II.
- Rugman, A.M. & Hodgetts, R.M. (2003). *International Business: A strategic management approach*. London: Prentice Hall, 3ed.
- Schirato, T. & Webb, J. (2003). *Understanding Globalization*. London: Sage Publications.
- Storti, C. (1994). *Cross Cultural Dialogues: 74 brief encounters with cultural differences*. Yarmouth, ME: Intercultural Press.
- Storti, C. (2000). *Figuring Foreigners Out*. Yarmouth, ME: Intercultural Press
- Tayeb, M. (2000). *International Business: Theories, policies and practices*. London: Prentice

Hall.

Wild, J.J., Wild, K.L & Han, J.C.Y. (2000). *International Business: an integrated approach*. London: Prentice Hall.

some useful websites:

<http://www.dfait-maeci.gc.ca>

<http://www.executiveplanet.com>

<http://www.hsbc.com>

<http://www.kwintessential.co.uk>

BS4xxx: Management of Contemporary Global Environmental Issues

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes. On completion of this module students will be able to:
a) Critically examine the distinctiveness and diversity of environmental issues which are of contemporary global concern
b) Comprehend in depth the interdisciplinary nature and complexity of a range of global environmental issues
c) Apply theoretical perspectives including a range of political and economic management options to case studies relating to contested environments
d) Critically reflect on specific cultural and technological approaches to global environments
e) Apply analytical research skills to evolving environmental issues and the ways in which they are presented to the public by governments, NGOs and other organisations
f) Critically reflect on the extent of current progress towards sustainable management of the environment at a range of scales from local to global.

6. Catalogue Summary
This module aims to enable students to evaluate progress towards environmental sustainable development on a variety of scales through the media of a number of relevant case studies. A variety of approaches will be utilised including political, economic and ethical styles of environmental management but the overarching theme will be the necessity for multidisciplinary as an approach to environmental issues.

7. Assessment Pattern	Weight %	Pass Req	Comments
Research Project and Portfolio based on the management of one global environmental issue. Projects to be agreed with module leaders	100	50%	

8. Indicative Tutorial Team	Jane Fairclough and Hazel Gant.
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9. Indicative Teaching Methods
Fortnightly lectures and seminars, tutorials, two Saturday day schools and one day's fieldwork in a UNESCO World Heritage Site e.g. Dorset's Jurassic Coast or the city of Bath.

10. Indicative Learning Activities	Hours	Comments
Lectures and seminars	18	
2 Saturday day schools	8	
Fieldwork	9	
Tutorials	4	
<i>Student managed learning</i>	161	
Total:	<u>200</u>	

11. Sample Assignments

A critically reflective report and associated portfolio of evidence based upon the evaluation of a specific global issue and progress made to date on the management of this issue for present and future sustainability.

12. Indicative Outline Content

- The introductory phase of this module will focus on a number of case studies relating to issues of global environmental concern. The range of issues will be carefully chosen in order that they focus on the physical environment e.g. climate change; the cultural environment e.g. global population trends and the global tourism industry resulting economic, ethical, cultural and resource connotations; the technological environment e.g. genetically modified organisms and political/economic issues e.g. hydropolitics
- The second phase of the module will analyse and evaluate the ways in which the above issues are interrelated and thus possess multi-disciplinary and inter-disciplinary challenges. It will examine the ways in which such issues are presented to the public by governments (specific reference will be made to the U.S.A's environmental policies), NGO's and commercial organisations.
- The final phase will evaluate progress towards sustainable management of global environmental issues with a view to sustainable development on a range of scales from local to global.

13. Indicative Reading

The following books are specifically recommended:

Allan, S. Adam, B. and Carter, C. (eds) (2000) *The Media Politics of Environmental Risk* London: Routledge

British Medical Association (1999) *THE Impact of Genetic Modification on Agriculture, Food and Health*

Burgess, J. and Harrison, C. (1997) *After Kyoto: Making Climate Policy Work*, Climate Change and Changing Lifestyles, Special Briefing No. 1 ERSC, University of Sussex

Elkington, J. (1997) *Cannibals with Forks* Oxford: Capstone

Keck, M and Sikkink, K. (1998) *Activist Beyond Borders* Princeton University Press, Ithaca

Romm, J. Levine, M. Brown, M & Petersen, E. (1998) *A Road Map for US Carbon Reductions*, Science, vol 279, pp 669-670

Rotblat, J (ed) *World Citizenship: Allegiance to Humanity* London: Macmillan

Sharma, D. (1997) *In the Famine Trap*, The Ecological Foundation, New Delhi and UK Food Group, London

UNCED (1992) *The Rio declaration* New York:UN Commission on Environment and Development

UNESCO (1998) *Environment and Society* Paris: UNESCO

Websites to consult:

World Trade Organisation www.wto.org

UNESCO www.unesco.org

BBC www.bbc.org

Environment Agency www.environmentagency.gov.uk

Greenpeace www.greenpeace.org

Friends of the Earth www.foe.org

BS4xxx: Management Responses to Global Issues

Challenges, responsibilities and strategies

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes. By the end of this module students will be able to:
a) critically reflect on the definitions, roles, impacts, challenges, limits, responsibilities and strategies of management in international affairs;
b) apply sophisticated management tools (such as models of decision making, data management and statistical analysis) to a range of situations in a global context;
c) integrate often disregarded issues (such as ethics and socio-cultural paradigms) into the analysis of all data collected;
d) present synthesised information in professional reports of project management.

6. Catalogue Summary
Empowering students who may not have a business background to rapidly adopt an awareness of management and the tools at its disposal, this module focuses on management and core management skills in an international context. Tools and techniques available to managers (such as models of decision-making, problem solving, data management and statistical analysis) provide the basis for students to develop sophisticated business skills for professional, international environments. To support learning in this area students will engage in a range of in-depth business and management seminars, which will cover all aspects of project management, from business plans and marketing plans to business ethics.

7. Assessment Pattern	Weight %	Pass Req	Comments
Project Management Report	100	50%	Topic selected in discussion with tutor

8. Indicative Tutorial Team	Dr Paul Sheeran, Jonathan Horracks, Kevin Martin.
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9. Indicative Teaching Methods
Fortnightly lectures & seminars (evenings); Three Saturday Schools.

10. Indicative Learning Activities	Hours	Comments
Fortnightly lectures & seminars	18	
Three Saturday Schools	18	
Tutorials	2	
<i>Student managed learning</i>	162	
Total:	<u>200</u>	

11. Sample Assignments

Design a project to respond to the resource implication of local labour in branches of multinational organisations in a given developing country. Build solutions that are sensitive to the full integration of labour in the full activities of the organisation.

12. Indicative Outline Content

In relation to the indicative teaching methods outlined above, the programme will add value through:

- its use of business and management tools to empower students without a business background to consider alternative approaches in seeking solutions and problem solving;
- its use and critique of management practices;
- its sensitivity to areas not normally considered important by business, (for example the malfeasance adopted by Enron and Worldcom as normal practice demonstrates the need to link ethics with corporate responsibility).

13. Indicative Reading

Braudel, F. (1982) *The Wheels of Commerce*, London: Collins

Drucker, P.F (1950) *The New Society: The Anatomy of Industrial Order*, New York: Harper and Brothers

Drucker, P.F. (1979) *Management*, Macmillan

Hayek, F.A (1944) *The Road to Serfdom*, London: Routledge

Levine, S. et al (2002) *Statistics for managers using Microsoft excel*, London: Prentice Hall

O'Brein, J.A. (2001), *Introduction to Information Systems: Essentials for the internetworked E-Business* (International Edition), McGraw-Hill Education

Upchurch, A. (1998), *Management Accounting: Principles and Practice*, London: Financial Times Prentice Hall

Vernon, R (1971), *Sovereignty at Bay*, London: A Pelican Book

Weber, M (1930), *The Protestant Ethic and the Spirit of Capitalism*, London and New York: Routledge

Wilson, J.W. (1993) *The Moral Sense*, Toronto: The Free Press

<http://www.chamberonline.co.uk/>

<http://www.tradepartners.gov.uk/>

<http://www.dti.gov.uk/index.html>

BS4xxx: Organisational Development and Change

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	Managing and Leading People (or equivalent experience)
Co-requisites	None

5. Aims/Learning Outcomes. On successful completion of this module students will be able to:
a) Demonstrate a systematic understanding of the various forms of organisational development and change;
b) Critically evaluate factors that have the potential to stimulate development and change in organisations;
c) Analyse, compare, and evaluate the various approaches and techniques, to the process of organisation development and change;
d) Reflect on change management initiatives, and assess their influences on process and outcomes. To include change agents, culture, organisational power and politics, ethical standards, organisation structure and resources.

6. Catalogue Summary
This module will draw upon the knowledge and skills developed in the core module – ‘The Management and Leadership of People’. It will also draw upon the knowledge of the external environment gained in the core module ‘The Global Environment’.
The module will develop in students an in-depth and critical understanding of both the factors that drive organisational development and change, and the processes employed to bring about development and change. For any circumstances where development and change is deemed necessary or desirable there are a range of factors that have the potential to assist, or inhibit change. The module will consider the range of such factors, and how the impact of inhibitors may be curtailed or reduced, and how supportive influences may be enhanced. Particular attention will be paid to management and leadership roles and skills in the change management process, and the influence of organisational and national culture on change management.

7. Assessment Pattern	Weight %	Pass Req	Comments
Assignment	50	50% on	(Minimum 40% in each element)
Exam	50	Aggregate	

8. Indicative Tutorial Team	Richard Graham, Katrina Easterling.
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9. Indicative Teaching Methods
The programme will be highly interactive. Whilst some elements of lecturer led sessions will occur, the approach will focus on the individual and collaborative efforts of students in their own learning. As set out in the sample assignment (below) students will be required to both present and lead seminars, and take an active part in sessions led by fellow students.
Full use will be made of the University VLE (or its replacement) as a means of promoting student-student, and student-lecturer interaction, in addition to its use as a means of disseminating relevant materials.

10. Indicative Learning Activities	Hours	Comments
Lecturer-led elements	12	
Student-led seminars	24	
<i>Student managed learning</i>	164	
Total:	<u>200</u>	

11. Sample Assignments

Each student will submit a portfolio at the completion of the teaching programme. The portfolio will contain:

a copy of the seminar paper they are required to present

- a critical self reflection on their paper and its presentation
- a critique of a number of other papers presented by fellow module members (The precise number will depend on the cohort size, but the aim will be to require a critique of four other seminar papers).

12. Indicative Outline Content
- The Drivers of Change External and Internal;
 - Models and Theoretical Perspectives on Change;
 - Approaches to Change Management, including:
 - Organisational Development
 - Systems Approach
 - ‘Top down and/or ‘Bottom up’?
 - The manager’s rôle, including skills in change management;
 - Individual and group behaviour in response to change;
 - The influence of organisation and national culture on change;
 - Change and HRM Strategy and Policy;
 - The Learning Organisation.

13. Indicative Reading

- Cameron E, Green M. (2004) *Making Sense of Change Management* Kogan Page
- Carnall CA. (2002) *Managing Change in Organisations* FT Prentice Hall
- French W, Bell CH, Zawacki RA. (2004) *Organization Development and Transformation: Managing Effective Change* McGraw Hill
- Thornhill A et al (1999) *Managing Change – A Human Resource Strategy Approach* FT Prentice Hall
- Fleming J, Senior B. (2004) *Organisational Change* FT Prentice Hall
- Burke WW (1993). *Organizational Development: A process of learning and changing* Prentice Hall
- Kotter JP (1996) *Leading Change* Harvard Business Press
- Kotter JP, Cohen DS (2002) *The Heart of Change* Harvard Business Press
- 2002 Harvard Business Review on *Culture and Change* Harvard Business School Press
- Head CW (1997) *Beyond Corporate Transformation* Productivity Press
- Hutton W et al (2003) *Leading Change, a guide to whole systems working*. Policy Press
- Jick T, Peiperi MA. (2002) *Managing Change: text and cases* McGraw Hill Journal of Change Management. Routledge

Journals:

- International Journal of Strategic Change Management. Inderscience.
- Harvard Business Review Harvard Press
- International Journal of Organisation Behaviour University of South Queensland

BS4xxx: Quality Management, Systems and Processes

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught and Independent Study
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes. Upon completion of this module students should be:
a) fully conversant with the conceptual and definitional problems of the term ‘quality’;
b) capable of assessing the major models of quality in the literature;
c) able to evaluate different approaches to quality i.e. standard setting v. Continuous Quality Improvement;
d) familiar with the uses and shortcomings of the major models, tools and techniques of quality management including benchmarking, EFQM, SixSigma
e) able to draw lessons from the successful and unsuccessful implementation of TQM
f) capable of analysing the utility of the concept of ‘customer’, particularly insofar as it varies between services offered by the private and the public sector;
g) able both to operationalise and to extend the techniques available for the measurement of service quality;
h) able to have the capacity to evaluate the approaches to quality followed in the UK in the light of European experience.

6. Catalogue Summary
The course will examine the ‘classic’ contributions to quality in the light of the contribution that they make to TQM and BPR. There will be a particular emphasis on the problems of quality operationalisation and quality measurement and the implications that may have for the implementation of a quality improvement programme. Customer Care will be examined in some detail, both at the conceptual level and at the level of the formulation and evaluation of Customer Care policies in a variety of sectors. The course will examine the measurement problems implicit in systems of quality management and will examine quantitative and qualitative approaches to quality measurement. The course will examine the growing European literature upon quality processes and make an assessment of the cross-cultural approaches to quality improvement philosophies.

7. Assessment Pattern	Weight %	Pass Req	Comments
Project	50	50% on	(Minimum 40% in each element)
Examination	50	Aggregate	

8. Indicative Tutorial Team	Professor Mike Hart; Dr. David Rush
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9. Indicative Teaching Methods

Lectures, complemented by the use of video, guest speaker and case study analysis. Use will be made of QUBE-derived tools including

- Minutes tool
- Dialogue Sheets
- JigSaw Learning
- The Dean's Dilemma
- Is it serious?

10. Indicative Learning Activities Hours Comments

Weekly lectures & seminars	36	
Tutorials	2	
<i>Student managed learning</i>	162	
Total:	<hr style="width: 50px; margin-left: auto; margin-right: 0;"/>	200

11. Sample Assignments

Examine the implementation of the EFQM model in both a private and a public sector case study. Indicate in your answer:

- the particular advantages and disadvantages that you would see flowing from each implementation
- the generic lessons that are to be learnt about the philosophy and implementation of the EFQM model.

Open book examination.

12. Indicative Outline Content

- Concepts and models of quality (Juran, Deming, Crosby)
- Tools and techniques in standard setting (ISO9000, SixSigma)
- Benchmarking
- Case studies of TQM in a variety of settings
- The EFQM Model
- Quality Management process management
- Customers - Internal, External, definitional problems
- Quality Measures - Quantitative and Qualitative
- Case studies of Quality Improvement (Commercial sector, Higher Education, Higher Education)
- Quality in the SME
- Generating a Quality Culture
- European approaches to Quality Improvement.

13. Indicative Reading

The module text is:

Dale, B.G. (2003), *Managing Quality* (4th ed), Oxford, Blackwells

Other useful texts are:

Beckford, J. (1998) *Quality: A Critical Introduction*, London, Routledge

Blackburn, R., Curran, J. and North, J. (1997) *The Quality Business*, London, Routledge

Cygi, G., DeCarlo, N and Williams, B. (2006), *Six Sigma for Dummies* London, Wiley

Crosby, P. (1995), *Quality without Tears: The art of Hassle-Free Management*, New York, McGraw-Hill Professional

Edvardsson, B., Thomasson, B. and Øvretheit, J. (1995) *Quality of Service: Making it really work*, Maidenhead, McGraw-Hill

Gaster, L. (1995) *Quality in Public Services: Managers' Choices*, Buckingham, Open University Press

Joss, R. and Kogan, M. (1995) *Advancing Quality: Total Quality Management in the NHS*, Buckingham, Open University Press

Kanji, G.K. and Asher, M. (1996) *100 Methods for Total Quality Management*, London, Sage

Molton-Cooper, A. and Bamford, M. (1997) *Excellence in Health Care Management*, London,

Oakland, J. (1989) *Total Quality Management*, Oxford, Butterworth-Heinemann

Pollitt, C. and Bouckaert, G. (eds) (1995) *Quality Improvement in European Public Services*, London, Sage

Zeithaml, V., Parasuraman, A. and Berry, L. (1990) *Delivering Service Quality*, New York, Free Press

Websites:

British Quality Foundation: <http://quality-foundation.co.uk>

American Association for Quality: <http://sixsigmaforum.com>

BS7xxx: Strategic Marketing

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught & Independent study
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes. On completion of this module, students will be able to:
a) Research and demonstrate critical understanding of key academic approaches to strategic marketing;
b) Evaluate how successfully these approaches are implemented in the 'real' business world;
c) Integrate into research work a critical consideration of the impact of changing environmental factors such as corporate social responsibility, health issues, increasing legislation and politicisation;
d) Develop awareness of how to utilise a range of strategic marketing tools and theories;
e) Understand how tools and theories in d) above may be influenced by and need adapting for different market sectors by type (e.g. public sector, not-for-profit and service sectors) and understand the influences of culture;
f) Present research, analysis, conclusions and recommendations in professional business reports or presentations as required.

6. Catalogue Summary
Strategic marketing is a common element in many marketing courses. In this instance the student will be encouraged to look critically at the overall worth of strategic marketing within business environments where changes are increasingly frequent and the need to adapt becomes paramount. Should the emphasis move from long-term strategy to short-term tactical policies for most businesses? The use of case studies will be underpinned by student research and active critical discussion of findings will take place.
The works of leading academics and the opinions of leading business figures will be included as initial evidence in the debate. Discussion and analysis based on practical experience of those students who have had substantive employment will be welcomed and encouraged.
The implications of different business cultures and how they impact on practical strategic marketing planning is a theme that will run throughout the module. Where shown to be relevant the application of student knowledge from related learning areas such as strategic management, operations management, project management will also be encouraged.

7. Assessment Pattern	Weight %	Pass Req	Comments
Report on strategic marketing within a business sector	50	50% on Aggregate	(Minimum 40% in each element)
Report on the impact of current issues upon strategic marketing	50		

8. Indicative Tutorial Team	Elwyn Cox, Mike Davies.
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9. Indicative Teaching Methods

A combination of lectures and seminars including in depth use of case studies, supported by guided research for students. The input from guest lecturers and speakers will be strongly supported where relevant.

10. Indicative Learning Activities	Hours	Comments
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Lecture	30	
<i>Student managed learning</i>	170	
Total:	<u>200</u>	

11. Sample Assignments

The automotive industry in the United Kingdom declined from a high level of manufacture in the 1960s. How far did a lack of strategic marketing contribute to this? Have there been more recent indications that suggest a change in approach? Justify your answer.

What use is strategic marketing in Britain if the European Union and the British government constantly implement legislation that might compromise possible success? Give examples of recent legislation and explain the potential impact. Suggest how far strategic marketing planning can cope with this.

12. Indicative Outline Content

- A consideration of established strategic marketing theory illustrated through use of case studies and current environmental analysis will form the first layer of learning.
- The next stage will be to critically evaluate established theories and methods to identify limitations and propose practical methods to overcome them. Students will be broadly directed in their research areas, but the skills of independent thinking and analysis will be developed through group discussion and tutor feedback.
- The final level of learning will be the application of critical analysis within agreed areas of content and context, expanding on the earlier preparatory work carried out within case studies. How is the application of theory shaped by the characteristics of different markets or developments in the wider business environment?

13. Indicative Reading

- Ansoff, H.I. (1984), *Implementing Strategic Management*, Englewood Cliffs NJ: Prentice-Hall.
- Bennett, R. (1995), *International Marketing: Strategy, Planning, Market Entry and Implementation*, London: Kogan Page.
- Chisnall, P.M. (1989), *Strategic Industrial Marketing*, London: Prentice-Hall, 2nd edition.
- Christopher, M.G., Majaro, S. and McDonald, M.H.B. (1987), *Strategy Search*, Aldershot: Gower.
- Day, G.S. (1990), *Market Driven Strategy*, New York: Free Press.
- Doyle, P. (2002), *Marketing Management and Strategy*, London: Prentice-Hall, 3rd edition.
- Fifield, P. and Gilligan, C.T. (1996), *Strategic Marketing Management: planning and control, analysis and decision*, Oxford: Butterworth-Heinemann, 2nd edition.
- Groonroos, C. (1983), *Strategic Management and Marketing in the Service Sector*, Bromley: Chartwell-Bratt.
- Handy, C. (1994), *The Empty Raincoat: Making Sense of the Future*, London: Random House.
- Jobber, D. (2003), *Principles and Practices of Marketing*, Maidenhead: McGraw-Hill, 4th edition.
- Johnson, G. and Scholes, H.K. (2002), *Exploring Corporate Strategy*, Hemel Hempstead: Prentice-Hall, 6th edition.
- Kaplan, R.S. and Norton, D.P. (1996), *The Balanced Scorecard*, Boston, MA: Harvard Business School Press.
- Kotler, P. (1991), *Marketing Management: Analysis, Planning, Implementation and Control*, Upper Saddle River, NJ: Prentice-Hall, 9th edition.
- McDonald, M.H.B. (1995), *Marketing Plans: How to Prepare Them, How to Use Them*, London: Heinemann.
- Mintzberg, H. (1994), *The Rise and Fall of Strategic Planning: Reconceiving Roles for Planning, Plans, Planners*, New York: The Free Press.
- Newell, F. (2003), *Why CRM Doesn't Work: How to win by letting customers manage the relationship*, London: Kogan Page.
- Oakland, J.S. (1989), *Total Quality Management*, Oxford: Butterworth-Heinemann.
- Piercy, N.F. (2002), *Market-led Strategic Change: Transforming the process of going to market*, Oxford: Butterworth-Heinemann.
- Porter, M.E. (1985), *Competitive Advantage: Creating and Sustaining Superior Performance*, New York: Free Press.
- Richardson, W. and Richardson, R. (1989), *Business Planning: A Strategic Approach to World Markets*, London: Pitman.
- Stacey, R.D. (1996), *Strategic Management and Organisational Dynamics*, London: Pitman, 2nd edition.
- Tomkins, C.R. (1991), *Corporate Resource Allocation: Financial, Strategic and Organizational Perspectives*, Oxford: Blackwell.
- Wilson, R.M.S. and Gilligan, C.T. (2005), *Strategic Marketing Management: Planning, implementation and control*, Oxford: Butterworth-Heinemann, 3rd edition.

BS7xxx: Trade and Competitiveness

2. UoW Credits	20	Level: M	Status C
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3. Subject	Business Management	Type: Taught
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4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes.
g) Analyse the forces that drive modern international trade, both in theory and practice
h) Understand the crucial differences between domestic competitiveness, price competitiveness and overall international competitiveness
i) Understand and evaluate competitiveness benchmarking
j) Critically assess the contributions of theory, politics, strategy, technology and factor abundance to the understanding of international trading relationships and global business expansion
k) Apply rigorous theory to the themes of economic integration and preferential trading arrangements.

6. Catalogue Summary
This module critically analyses theoretical ideas to explore the realities of modern international trade. In the first part of the module the contribution made to the global trade system by the WTO based multilateral framework, and also by a number of regional trade agreements (European Union, NAFTA, MERCOSUR and APEC) will be examined. The aim is to explore the dimensions of modern international trade and competitiveness in both theory and practice, and enable the evaluation and impact on global business of trading policies pursued by nation states and regions in the world today.
The analysis of international trade competitiveness in the second part of the module will focus attention on critical issues such as price and exchange rate volatility, output quality and technological sophistication, and the degree of market leadership created by product innovation. The aim will be to analyse what creates 'world class firms' and highly competitive economies in today's global trading environment.

7. Assessment Pattern	Weight %	Pass Req	Comments
Assignment	50	50% on	(Minimum 40% in each element)
Exam	50	Aggregate	

8. Indicative Tutorial Team	Ross Catterall plus visiting lecturers.
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9. Indicative Teaching Methods
Lectures complemented by seminars and simulation and rôle-play exercises. Students will be required to contribute critically and original thinking to problem solving simulations and role-plays. Activities will involve whole group seminars as well as smaller group exercises and presentations. The virtual learning environment (VLE) will provide additional information, guidance on resources, lecture outlines and power point slides, as well as links to additional web resources and further reading.

10. Indicative Learning Activities	Hours	Comments
Lectures	15	Whole group
Seminars, rôle-plays, simulations	30	Whole & small group
<i>Student managed learning</i>	155	Study group / independent
Total:	<u>200</u>	

11. Sample Assignments

Discuss and analyse the features characterise ‘world class firms’. Select a UK listed multinational enterprise and examine whether the nature of its trading relationships and its competitive strategy and performance justify its characterisation as a ‘world class firm’.

12. Indicative Outline Content
- Modern trade flows and globalisation
 - The analysis and benchmarking of competitiveness
 - Theories of international trade
 - Forms of competitiveness and the role of exchange rates
 - The World Trade Organisation and the problems of multilateralism
 - Modern American trade policy – the strategy and politics of trade
 - The development and achievements of regional trade blocs – EU, APEC, Mercosur, NAFTA
 - Regionalism versus internationalism
 - What creates world class firms and high scoring competitive economies
 - The contribution of strategic trade policy to international competitiveness
 - The growth of China and India – threats or opportunities for the world class firms and the international economy?

13. Indicative Reading

Key Texts

Calori, R, Atamer, T & Nunes, P (2000) *Dynamics of International Competition: From Theory to Practice*, London: Sage

Destler, IM (2005) *American Trade Politics*, New York: Institute for International Economics

Lloyd-Reason, L & Wall, S (2001) *Dimensions of Competitiveness: Issues and Policies*, Cheltenham: Edward Elgar

Porter, M (1990) *The Competitive Advantage of Nations*, Basingstoke: Palgrave

Rivera-Batiz, L & Olivia I Armengol, M (2004) *International Trade: Theory, Strategies and Evidence*, Oxford: Oxford University Press

Other Reading:

Catterall, RE & Aldcroft, DH (1996) *Rich Nations – Poor Nations: The Long Run Perspective*, Cheltenham: Edward Elgar

Catterall, RE & Aldcroft, DH (2004) *Exchange Rates and Economic Policy in the Twentieth Century*, Aldershot: Ashgate Publishing

Copeland, L (2005) *Exchange Rates and International Finance*, 4th edition, Prentice Hall

Ghosh, AR, Gulde, A-M & Wolf, HC (2002) *Exchange Rate Regimes: Choices & Consequences*, Cambridge, Mass.: The MIT Press

Isard, P (1995) *Exchange Rate Economics*, Cambridge: Cambridge University Press

Kowalczyk, C, (ed.) (1999) *Economic Integration and International Trade*, Northampton, MA : Edward Elgar

Krugman, P & Obstfeld, M (1997) *International Economics : Theory and Policy*, London

Lawler, K & Seddighi, H (2001) *International Economics: Theories, Themes and Debates*,

Pilbeam, K (2005) *International Finance*, 3rd edition, London: Palgrave

Sarno, L & Taylor, P (2003) *The Economics of Exchange Rates*, Cambridge: Cambridge University Press

Winters, LA (1992) *International Economics*, London: Addison Wesley

BS7xxx: Dissertation

2. UoW Credits	60	Level: M	Status C
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3. Subject	Business Management	Type: Dissertation
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4. Pre-requisites	Research Methods in Business
Co-requisites	None

5. Aims/Learning Outcomes.
<p>This module is the culmination of the various MSc pathways in Business Management. It offers students the opportunity to develop their research skills and complete a substantive piece of work.</p> <p>On completion of the module, students will be able to:</p> <ul style="list-style-type: none"> a) present a substantive piece of analytical work that integrates personal, vocational and theoretical perspectives b) understand a range of issues of theory and practice relating to their chosen topic (which for some students will be within a named pathway) c) implement research methods using appropriate tools and techniques d) work independently on a large piece of work.

6. Catalogue Summary
Students will pursue independent study and research, culminating in a dissertation of between 15,000 and 20,000 words.

7. Assessment Pattern	Weight %	Pass Req	Comments
A Dissertation of between 15,000-20,000 words	100	Yes	

8. Indicative Tutorial Team	The programme team.
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9. Indicative Teaching Methods
Each student will have a supervisor appointed by the programme leader.

10. Indicative Learning Activities	Hours	Comments
Tutorials	10	
<i>Student managed learning</i>	590	
Total:	<u>600</u>	

11. Sample Assignments

Titles could include:

A critical exploration of the implementation of Customer Relationship Marketing in the UK Retail Sector

An examination of the impact of the growth of the South East Asian economies upon patterns of world trade

Implementing the EFQM Excellence model in public and private sector organisations - a comparative analysis

12. Indicative Outline Content

The dissertation is the ultimate stage of the MSc programme and is designed to offer opportunities for research into a specific topic chosen by the student in consultation with members of the tutorial team. The title and research area have to be approved by the programme team and by the external examiner. Dissertations must include either original fieldwork or an extensive and critical analysis relevant to the learning outcomes of the programme. Supervision of the dissertation is by means of tutorials, which will follow initial group seminars to discuss the nature, aims and outcomes of the dissertation module.

13. Indicative Reading

Hart, C. (2004). *Doing your Masters Dissertation*. London: Sage

Fisher, C. (2004) *Researching and Writing a Dissertation for Business Students*, Harlow, Pearson Education Ltd

Maney, A.S., Smallwood, R.L., & Brown, D. (Eds.) (1996). *MHRA Style Book* (5th ed.). Modern Humanities Research Association

Swales, J.M. & Feak, C.B. (2004). *Academic Writing for Graduate Students* (2nd ed.). Ann Arbor: University of Michigan

Swetnam, D. (2000). *Writing your Dissertation. How to Books*.

White, B. (2000). *Dissertation Skills*. Thomson Learning

The resources from the module 'Research Methods in Business' should be used for the methodological underpinning of the dissertation.

Specific resource content will depend on the research topic.

IV. APPENDICES

A. UNIVERSITY CRITERIA FOR TAUGHT MASTERS PROGRAMMES

The grading descriptors that follow offer representations of achievement by marks from 0-99. The pass mark for modules which accrue M level credit is 50%.

DISTINCTION – 70 - 99%

An outstanding piece of work in every regard which demonstrates

- a thorough and wide-ranging knowledge of the subject
- a thorough and insightful understanding of the issues involved
- an ability to analyse critical contributions on the subject
- an ability to independently research and bring together material to support an argument
- an ability to express an original, reasoned argument in a lucid manner
- an ability to make valid generalisations in moving from the empirical to the abstract
- excellent research competencies in terms of presentation, language and referencing.

PASS – 50-69%

A good piece of work which demonstrates

- a sound to reasonable understanding of the subject and the issues involved
- a good knowledge to general familiarity of the critical contributions on the subject
- an ability to use and organise research material to support ideas and arguments
- sound analytical skills combined with competent coverage of the topic
- good to competent research competencies in terms of presentation, language and referencing
- at the upper end of the scale, students may also demonstrate an ability to make appropriate connections and distinctions and present a clear, convincing argument.

FAIL – 0-49%

Work at the upper end of this scale will demonstrate

- a general, but incomplete understanding of the subject
- some knowledge of the literature on the subject
- some ability to develop and support an argument
- a tendency to express ideas through description and anecdote rather than analysis
- difficulties with presentation, language and referencing.

Work at the lower end of this scale will be unsatisfactory and demonstrate

- little understanding of the subject and its implications
- a limited amount of reading and poor knowledge of the previous contributions on the subject
- limited ability to formulate and sustain a clear argument
- poor presentation skills and serious problems with language and referencing.

B. BUSINESS MANAGEMENT ETHICS FRAMEWORK

Faculty of Social Sciences Staff and Student Research Business Management Group Ethics Framework 2006-07

1. Guiding Principles

Guiding principles are based on the College's own Code of Conduct and Academic Standards. Externally, there is no single guide to business ethics but it is a subject of much international debate, exemplified by the existence of an Institute for Business Ethics, a Journal of Business Ethics and numerous books on the subject. In respect of research ethics alone, Business conforms to the **Guidelines for Ethics Research in the Social Sciences, Law and the Humanities** produced by the National Committee for Research Ethics in the Social Sciences and the Humanities for the Ministry of Education, Research and Church Affairs in Norway. These default guidelines are cited as the first reference.

2. Code of Conduct

- i. There is no single code of practice for this subject area but the Guidelines cited in paragraph 1 provide an appropriate framework. The subject does not have its own Ethics Committee.
- ii. In the wider world of business, there are many codes of ethics but many of these relate to the ethical behaviour of business at large or to general conduct in the workplace, rather than to research.
- iii. Important questions of an ethical nature can be raised initially with the Head of Subject or, informally, with the Business representatives on SOCRIC.
- iv. Wider scrutiny can be obtained through referral to the field committees in either Business or Leisure and Tourism. These meet once a term.
- v. Further scrutiny can be effected by the School Ethics Committee.
- vi. Ethical issues that arise within assessment can be referred to the relevant external examiners.

3. Student and Staff Research

- i. All research programmes, at undergraduate and postgraduate levels, are scrutinised by module tutors. In the case of FYPs, the student's FYP supervisor will be responsible for this. A second opinion from another FYP supervisor will be sought where there are concerns. Areas of dispute may be referred to an arbitrator. In all cases relevant sections of the approval form must be completed (see appendix II). In the case of Masters' research projects, the module tutor will be responsible for initial scrutiny and a second tutor's views sought where there are concerns.

- ii. All undergraduates will have to sign a proposal form that includes the following:

Ethical Awareness

I am aware that undertaking research may involve ethical issues. I understand that my research proposal has been scrutinised by my FYP supervisor and any ethical issues have been identified and documented. However, I accept that it is my responsibility to ensure that the actual research is carried out in an ethical manner and that I shall consult appropriate resources as necessary.

Signed

Date

- iii. All Business students undertake a course in Research Methodology which addresses ethical issues. All students receive guidance on ethics from module tutors and a section on ethical issues is required in the methodology sections of all FYPs. Specific guidance is available on the intranet in respect of plagiarism.
- iv. Staff research proposals seeking specific college or external funding will be scrutinised within the Business Management Group and a copy of the “Research Ethics Statement for Staff in Business, Leisure and Tourism” will be attached to the proposal sent to SOCRIC. SOCRIC can thus ensure that ethical issues have been considered.
- v. For any other research that they undertake, staff are required to scrutinise their plans for ethical considerations identified in the School Ethics Framework. They should sign the self certification pro-forma (copy attached) if there are no issues, and keep a copy of this. If the research involves identifiable human participants, or there are other issues, these should be referred to a peer who will sign the pro-forma accordingly.
- In any event the responsibility for any such research remains with the researcher.

4. Research Guidelines

- i. The Business Management Group recognizes the need for academic freedom of speech and writing within the law.
- ii. The Group acknowledges that ethical standards are not constant across time or culture; researchers should investigate and respect the ethical values of cultures being researched.
- iii. Staff and students should:–
- a) acquaint themselves with available guidance as to “best practice” in relation to matters of research policy; these may be derived from relevant subject associations, professional bodies or other relevant organisations and the document cited above;
 - b) be aware of the School Ethics Framework and these subject guidelines;
 - c) observe such legal and ethical requirements as are determined by the College or external bodies that are involved in the field of research;
 - d) report any conflict of interest, whether actual or prospective, to the appropriate authority;
 - e) observe fairness, probity and equity in the conduct of their research;
 - f) eschew plagiarism and fabrication, falsification, misrepresentation and deception in proposing, carrying out, or reporting results of research in any internal or external publications, and deliberate or negligent deviations from accepted practice in the carrying-out of research. This definition of misconduct does not include honest error or honest differences in interpretation or judgment in evaluating research methods or results;
 - g) respect the confidentiality of data obtained through research;
- and

- h) report any incident of misconduct, witnessed or suspected, to the appropriate authority.

5. Procedures and Penalties for Breaches of Ethical Conduct

Staff breaching ethical procedures may be referred to the College Ethics Committee and thence, referred to other relevant committees or senior management. Any penalties imposed would have to be consistent with the appropriate college procedures for misconduct.

Initially, student breaches might be referred to a module tutor and thence to a programme leader. Subsequent referral might involve the subject leader and external examiner. Proven cases of plagiarism would be subject to the penalties dictated by the college's Academic Regulations.

6. References

Default Research Ethics Source for Business Management Group

Guidelines for Research Ethics in the Social Sciences, Law and the Humanities (2001)

www.Etikkom.no/Engelsk/Publications/NESHguide

Other References

British Psychological Society (2000) *Code of Conduct, Ethical Principles and Guidelines* Leicester

<http://www.bps.org.uk>

WTO (2003) *Global Code of Ethics for Tourism* www.world-tourism.org

Institute of Business Ethics (2004) www.ibe.org.uk

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BSA (2002) *Statement of Ethical Practice* www.britsoc.co.uk

KAC History and Psychology Subject Areas (2004) *Ethics Frameworks*

Carter McNamara (1999) *Complete Guide to Ethics Management: An Ethics Toolkit for Managers*

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C. STAFF PUBLICATIONS AND RESEARCH OUTPUTS – ARRANGED BY TYPE, AUTHOR

Books, Chapters in Books

Brox, J., Catterall, R. and Koveos, P. (eds) (2006) *Structural Reform and the Transformation of Organisations and Businesses*, Waterloo, Canada, North Waterloo Academic Press ISBN 0 921 075 33 2

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Paper delivered at the *5th European Conference on e-Learning [ECEL2006]* University of Winchester, UK, 11-12 September, 2006

Burgess, Joan (2006) ['Reflections on using e-Learning to deliver a Nurse Prescribing programme'](#) Paper delivered at the *5th European Conference on e-Learning [ECEL2006]* University of Winchester, UK, 11-12 September, 2006

Byrne, Peter and Mike Hart (2005) ['E-Easy: The internal digital divide - The Development of e-government within local government'](#) Paper delivered at *5th European Conference on E-Government [ECEG2005]* University of Antwerp, Belgium, 16-17th June, 2005

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Université Paris-Dauphine, 21-22nd April, 2005

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Sheeran, Paul (2001), 'Countertrade, Barter and alternative models of exchange'. Research seminar, Department of Economics, Pedagogical University in Krakow, Poland. 21 May 2001.

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Other

Sheeran, Paul (2004) 'Totalitarian Red: 10 Lyrics that shook the world'. Lecture prepared and presented as part of the Russian Festival, The Anvil Theatre Russian Event, Basingstoke. 21 February 2004

Sheeran, Paul (2005) 'The Meaning of Multinationals' Anvil Theatre Event, prepared and presented to complement Ben Elton's *Gasping*, a satire on yuppiedom, advertising and corporate greed, 12 November 2005.

The team is represented in two important research projects

QUBE – Quality in Business Education (HEFCE FDTL5 funded project)

Winchester is one of a team of six university business schools (all of whom achieved at least a score of 22/24 and a 4 in Quality management and Enhancement) investigating quality in business education. The team is led by Cass Business School and includes (in alphabetical order) Leeds Metropolitan, Nottingham Trent, Oxford Brookes, the University of Winchester and the University of Ulster. The Winchester team (Professor Mike Hart and Dr. David Rush) have contributed eight papers in the past year. Professor Chris Greensted in his evaluation of the second year of the whole of the QUBE project noted in his report that

'The Winchester team have also developed 2 diagnostic tools and written / published a number of articles. Their output is most impressive'

TRANS-QM – Strategies of implementing 'transformative' quality at sub-institutional level (HEA Funded project)

Dr. David Rush and Professor Mike Hart were awarded an HEA contract of £30k to research 'transformative quality'. Their submission was one of 18 successful submissions out of more than 120 expressions of interest and 36 full applications. The research is to be completed by August, 2007.

5th European Conference on e-Learning – University of Winchester, September 10-11th 2006

The team was instrumental in the successful hosting of the *5th European Conference on e-Learning* at The University of Winchester in September, 2006 and several members of staff contributed papers to this event.

D. STAFF CONSULTANCY ACTIVITIES

The following are some of the projects conducted and completed by members of the Business Management Group in the past 5 years.

Assessment of Commercial Opportunities in Tourism – Canary Islands

Advised two major UK tour operators on economic aspects of the establishment of a joint operation to provide package holidays to new destinations the Canary Islands.

Budgetary Issues – UK

Consultancy for a top ten UK accounting practice advising the firm and its clients on the impact of anticipated and actual changes in UK central government budgetary policy.

Economic Development – Greece

Advice and conference presentations for the Greek Ministries of Tourism and Economic Development on the economic development prospects for Thessaloniki and the surrounding regions of south-eastern Europe.

Economic Policy Impacts – Sub-Saharan Africa

Project Director for a UK charity financed project on highly indebted poor countries in sub-Saharan Africa.

Economics of Social Provision by Local Authorities – UK

Various studies undertaken for UK local authorities concerning the provision of profit and non-profit activities for their area (e.g. recreational and leisure facilities; advice facilities).

External Challenger – Hampshire County Council

External reviewer for Hampshire County Council 'Best Value' review of Democratic Services (November 2002).

Financial Market Information – UK

Developed a 'family' of information products and services for a leading UK fund management and investment advisory company.

Financial Markets Training Programme – UK

Developed and delivered for a top City law firm a training package for staff specialising in corporate finance.

General Management at Celuk

Established management systems and practices for this UK based international fashion jewellery business. Acted as Executive Director providing direct support to general management.

Growth Performance – Poor Countries

Joint project leader co-ordinating the work of 10 academic economists from the UK, US, Norway, South Africa and Turkey on the long run growth performance of poor countries.

International Financial Markets Training – UK

Acted as a consultant to a major UK financial services publisher, planning to launch a distance learning training package for professional and serious private investors.

Investment Appraisal and Western Capital Markets – UK

Developed and delivered a training programme on techniques of investment appraisal used in Western economies, and the operation of Western financial markets, for senior staff visiting the UK from the Chinese Ministry of Finance and the Chinese Securities Association.

Investment Appraisal – UK

Acted as a consultant to a major UK public utility (pre-privatisation) assisting it to develop new approaches to investment appraisal and financing.

Magistrates' Courts Service

Developed questionnaires for measuring Court User satisfaction in S and SE Hampshire.

Management Accountancy Systems – Mencap

Developed and assisted in the implementation of a management accountancy system for this charity.

Marketing Research and Planning – Theatre Royal, Winchester

Several projects to provide market information to the theatre. Additionally provided advice on several business development issues.

Review Body on Doctors' and Dentists' Remuneration

Member of Independent Pay Review Body, Office of Manpower Economics. One of eight committee members, bringing a particular HRM expertise to the Review Body

Training in Macroeconomics and Finance – UK

Adviser to a 'Big 5' international accountancy and management consultancy practice on the development and delivery of training packages in macroeconomics and international financial markets.

Travel management Systems – BAT

Conducted long term development of internal systems within the client company in order to reduce overall costs of business travel and increase its effectiveness in practice.

Venture Capital Appraisals – Scotland

Various projects for the venture capital arm of a leading Scottish clearing bank.

Winchester Tourism – Training of Tour Guides

Design and delivery of programme for Winchester guides, including Heritage and Legal aspects.

Winchester Tourism – Customer Satisfaction

Conducting satisfaction survey for local tourism agency.

E SUPPLEMENTARY LEARNING ACTIVITIES PORTFOLIOS

General Information for Students

It will always be the case in a program of this type that students will be recruited from a wide range of backgrounds, albeit of similar academic ability. Many students will have studied a Business Studies degree or one in which the study of business formed a significant component (as in a Combined Honours for example) Other students will be using this degree as a way of converting and applying the knowledge gained from the first degree to the field of business. Hence it is evident that there will be a great diversity in the extent and depth of your knowledge of the various subjects which form the core of Business.

In order to make progress upon the degree and to maximise your chances of success, it is important that you are able to identify those parts of a business curriculum with which you are already familiar. At the same time, you will need to ascertain those areas in which your knowledge is more intermediate as well as those in which your knowledge is rudimentary.

Every student will be asked to complete an *Audit of Knowledge and Concepts* portfolio. In this portfolio, there are nine major areas of business and you will be asked to self-identify (on a simple scale) the depth of your knowledge to date. You are then asked to complete two or three simple exercises in each of these nine areas. Each exercise should be approx. 350 words in length and so you will write something over 1,000 words in each area. As you are asked to do this for each area, the sum total of your portfolio will be 9 x. 1000+ words which will be approximately 9,000-10,000 words. [To give you some idea of how much to write, the first three paragraphs of this page are approximately 300 words].

This exercise will be conducted in the first few weeks of the Autumn term. It should serve two purposes

- (a) It will identify for you those areas in which your knowledge base is strong, intermediate or weak
- (b) It will demonstrate this to members of the tutorial team who will then be able to point you to the more specific areas (and sources) that you need to study in order to make sure that by the end of the Autumn term, you are all on a 'level playing field' as it were.

It is in your own interests to work regularly and consistently to complete this portfolio. Some parts of it, you will be able to complete relatively quickly but there will be other sections where you will need to do some research and/or complete a series of exercises (particularly in the case of statistics) to complete the portfolio satisfactorily. Failure to complete the portfolio will be an indication to the tutors that your level of commitment falls short of the level that we expect. But your fellow students, and particularly your tutors, will be more than happy to assist you in your task.

Audit of Knowledge and Concepts

Start of Core Area 1

Core Area 1	Contextual factors (legal, ethical, economic, environmental); corporate governance		
	<ol style="list-style-type: none"> 1. Write approx. 700 words for Task 1 and 350 words for Task 2 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis. 		
Task 1 (700 words)	<p>Choose two of the following ‘issues’ which at the time generated considerable discussion in the world’s business community:</p> <ol style="list-style-type: none"> (1) The Bhopal/Union-Carbide disaster (2) The Ford Pinto case study (3) The Enron financial disaster <p>Carefully analyse what you seem to be the key issues (and how they may combine) in your chosen cases, focusing on the actual principles (e.g. legal, economic) demonstrated in each case.</p> <p>Draw attention to any key similarities you observe.</p>		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]
Task 2 (350 words)	<p>Give a ‘pen portrait’ of the state of corporate governance in the UK in 2007, making comparisons with at least one other society. In each case, what are the most immediate challenges to be faced?</p>		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]

End of Core Area 1

Start of Core Area 2

Core Area 2	Markets and customers		
	<ol style="list-style-type: none"> 1. Write approx. 350 words for each of Task 1, Task 2 and Task 3 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis. 		
Task 1 (350 words)	Illustrate your understanding of the concept of 'the market' by discussing to what extent a market exists for sources of renewable energy.		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [✓]		
	Low [_]	Medium [_]	High [_]
Task 2 (350 words)	In the context of the global economy, is there an inevitable long term trend for the markets for services to increase at the expense of manufacturing?		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [✓]		
	Low [_]	Medium [_]	High [_]
Task 3 (350 words)	Why has the concept of 'the customer' achieved such prominence in the marketing literature recently? Does the concept apply equally well to the consumers of services in the public sector?		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [✓]		
	Low [_]	Medium [_]	High [_]

End of Core Area 2

Start of Core Area 3

Core Area 3	Marketing of goods and services		
	<ol style="list-style-type: none"> 1. Write approx. 350 words for each of Task 1, Task 2 and Task 3 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis. 		
Task 1 (350 words)	Evaluate the extent to which any well-known marketing model (Ansoff's Matrix, Boston Matrix, Porter's Five Forces) may need some updating in the light of contemporary conditions		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i> Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]
Task 2 (350 words)	How can the principles of Customer Relationship Management be applied to any organisation with which you are familiar.		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i> Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]
Task 3 (350 words)	Explain which industries are most likely to be able to deploy e-marketing most effectively.		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i> Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]

End of Core Area 3

Start of Core Area 4

Core Area 4	Business Finance, use of accounting for managerial purposes		
	<ol style="list-style-type: none"> 1. Write approx. 350 words for each of Task 1, Task 2 and Task 3 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis. 		
Task 1 (350 words)	Explain the key differences between sources of finance for start ups for a sole trader vs. a large limited company. Your answer should also pay attention to the most common reason for business failure in the case of the former.		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]
Task 2 (350 words)	Indicate which features of company financial reports are most critical in assessing the health and viability of a company, paying particular attention to the key financial ratios that you would either examine or calculate.		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]
Task 3 (350 words)	Explain the importance of <i>Balance Sheets</i> and the <i>Profit and Loss Account</i> if you were giving advice to a sole trader		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]

End of Core Area 4

Start of Core Area 5

Core Area 5	Management and development of people		
	<ol style="list-style-type: none"> 1. Write approx. 350 words for each of Task 1, Task 2 and Task 3 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis. 		
Task 1 (350 words)	Drawing upon research evidence, give a succinct answer to the question whether money is a key motivating factor in the employment relationship		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i> Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]
Task 2 (350 words)	Is money invested in training seldom profitable when individuals can sell their newly acquired skills to the highest bidder?		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i> Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]
Task 3 (350 words)	What are the responsibilities of an employer towards a local workforce in the face of a globalised world economy?		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i> Tick one of these categories [<input checked="" type="checkbox"/>]		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]

End of Core Area 5

Start of Core Area 6

Core Area 6	Use of typical research methods		
	<p>1. Write approx. 350 words for each of Task 1 and Task 2. Perform the necessary calculations, tables and graphs for Task 3.</p> <p>2. Reference your material carefully</p> <p>3. Keep descriptive material to the minimum so it does not crowd out your own analysis.</p>		
Task 1 (350 words)	Explain the criteria by which you would decide whether to deploy <i>quantitative</i> or <i>qualitative</i> techniques (or both) in a research investigation.		
Audit knowledge	<p><i>Self-identification of your knowledge base before you start the exercise</i></p> <p>Tick one of these categories [<input checked="" type="checkbox"/>]</p>		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]
Task 2 (350 words)	Discuss the differences between random and quota sampling indicating the relative advantages and disadvantages of each.		
Audit knowledge	<p><i>Self-identification of your knowledge base before you start the exercise</i></p> <p>Tick one of these categories [<input checked="" type="checkbox"/>]</p>		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]
Task 3 (Tables + commentary)	<p>Using the ‘<i>Survey of Internet Usage</i>’ data, conduct one parametric test and one non parametric test to discern differences by gender.</p> <p>Comment on the statistical differences you obtain and how they are to be interpreted for the non-statistical reader</p>		
Audit knowledge	<p><i>Self-identification of your knowledge base before you start the exercise</i></p> <p>Tick one of these categories [<input checked="" type="checkbox"/>]</p>		
	Low [<input type="checkbox"/>]	Medium [<input type="checkbox"/>]	High [<input type="checkbox"/>]

End of Core Area 6

Statistical Data Set (for Core Area 6, Task 3)

[Key: **Case** = Case no.

Gender 1=Female, 2=Male;

Internet minutes online per day;

Shopping Used internet for purchase in last month] 1 = no 2 = 1-3 times
3 = 4 or more times]

Case	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Gender	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Internet	30	45	40	60	45	60	75	30	80	45	60	75	105	120	45
Shopping	1	1	2	2	1	1	2	3	3	2	1	1	2	1	1

Case	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Gender	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2
Internet	30	15	20	10	30	20	90	45	30	15	60	20	45	30	20
Shopping	2	1	2	3	2	3	2	1	2	3	2	1	2	3	3

Start of Core Area 7

Core Area 7	Development of information systems		
	<ol style="list-style-type: none"> 1. Write approx. 350 words for each of Task 1, Task 2 and Task 3 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis. 		
Task 1 (350 words)	Discuss the principal ways in which the effectiveness of an IT system can be measured.		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [✓]		
	Low [_]	Medium [_]	High [_]
Task 2 (350 words)	Explain the importance of Business Continuity Planning (Disaster Recovery Planning) and the critical plans that management should implement.		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [✓]		
	Low [_]	Medium [_]	High [_]
Task 3 (350 words)	Explain the contribution of Management Information Systems in securing competitive advantage.		
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i>		
	Tick one of these categories [✓]		
	Low [_]	Medium [_]	High [_]

End of Core Area 7

Start of Core Area 8

Core Area 8	Use of ICT Skills and Techniques
	1. Demonstrate your practical ICT skills for Task 1, Task 2 and Task 3.
Task 1 (1-2 pages)	In order to demonstrate your ICT skills, compose a one slide PowerPoint presentation (with your name on it) and a very simple spreadsheet. Then produce a Word document which incorporates both of the above <i>(Hint: may you need to use screen snaps and incorporate image files for the PowerPoint)</i>
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i> Tick one of these categories [<input checked="" type="checkbox"/>]
	Low [<input type="checkbox"/>] Medium [<input type="checkbox"/>] High [<input type="checkbox"/>]
Task 2 (1-2 pages)	In order to demonstrate your ICT skills, present appropriate graphical representation of some of the statistical data set given for Core Area 6 , Task 3 and incorporate these into a Word document.
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i> Tick one of these categories [<input checked="" type="checkbox"/>]
	Low [<input type="checkbox"/>] Medium [<input type="checkbox"/>] High [<input type="checkbox"/>]
Task 3 (1-2)	Present the results of a simple one page website (preferable written in native HTML) showing good appreciation of web design techniques.
Audit knowledge	<i>Self-identification of your knowledge base before you start the exercise</i> Tick one of these categories [<input checked="" type="checkbox"/>]
	Low [<input type="checkbox"/>] Medium [<input type="checkbox"/>] High [<input type="checkbox"/>]

End of Core Area 8

Start of Core Area 9

Core Area 9	Development of policy and strategies			
	<ol style="list-style-type: none"> 1. Write approx. 350 words for each of Task 1, Task 2 and Task 3 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis. 			
Task 1 (350 words)	<p>Collins (2001) <i>Good to Great</i>, (HarperCollins, stresses ‘getting the right people on the bus sitting in the right seats—and the wrong people off—before figuring out where to drive it.’</p> <p>Critically evaluate this particular view of strategic management in the light of contemporary approaches.</p>			
Audit knowledge	<p><i>Self-identification of your knowledge base before you start the exercise</i></p> <p>Tick one of these categories [✓]</p> <table border="1"> <tr> <td>Low [_]</td> <td>Medium [_]</td> <td>High [_]</td> </tr> </table>	Low [_]	Medium [_]	High [_]
Low [_]	Medium [_]	High [_]		
Task 2 (350 words)	<p>Given a corporate strategy of ‘going green’ in an organisation of 150 employees, indicate the major problems you can foresee in implanting the strategy and how these might be overcome.</p>			
Audit knowledge	<p><i>Self-identification of your knowledge base before you start the exercise</i></p> <p>Tick one of these categories [✓]</p> <table border="1"> <tr> <td>Low [_]</td> <td>Medium [_]</td> <td>High [_]</td> </tr> </table>	Low [_]	Medium [_]	High [_]
Low [_]	Medium [_]	High [_]		
Task 3 (350 words)	<p>Illustrate the ways in which contrasting national cultures can influence the implementation of strategic development.</p>			
Audit knowledge	<p><i>Self-identification of your knowledge base before you start the exercise</i></p> <p>Tick one of these categories [✓]</p> <table border="1"> <tr> <td>Low [_]</td> <td>Medium [_]</td> <td>High [_]</td> </tr> </table>	Low [_]	Medium [_]	High [_]
Low [_]	Medium [_]	High [_]		

End of Core Area 9

Preparation of your *Supplementary Learning Activities Portfolio*

By undertaking this extensive *Audit of Knowledge and Concepts* exercise, you will have completed a major part of what is required for the portfolio.

The portfolio will consist of the material you have prepared for the *Audit of Knowledge and Concepts* supplemented by any specific supplementary work as identified below.

On occasions, it will be evident either from

- (a) your own self-identification or
- (b) tutor examination of your Audit document

that you need to undertake some supplementary work in a specific area to bring your knowledge up to a baseline standard.

Your tutor will give you specific advice how you can address any deficiencies that have been identified and will recommend to you a range of sources and/or activities that should prove helpful to you.

As part of your portfolio, you will need to identify

- (1) Any areas in which your knowledge/skills falls below a baseline standard
- (2) The specific materials which, after the appropriate advice/support, you have consulted and studied
- (3) Your own summary of the ways in which you feel you have brought up your knowledge and skills to the baseline standard.

It is important that these activities are documented and that you have kept a careful record of what you have done.

The whole of this document will also form a part of your Personal Development Planning (PDP) document which you are strongly encouraged to keep up-to-date so that it can be discussed with your personal tutor/academic adviser at termly intervals.

F PERSONAL DEVELOPMENT PLANNING PORTFOLIOS

General Information for Students

All students will be encouraged, in accordance with University of Winchester policy, to maintain a Personal Development Planning (PDP) portfolio. You will find this document will be a useful 'aide-memoire' when you come to start making applications for positions that you anticipate occupying once you have successfully graduated. The documentation should also assist in the process of making career choices, perhaps even indirectly, in the path that you choose and the options that you select upon the MSc programme. The completed PDP portfolio should contain the following elements, but this list is not exhaustive and you can include other sections according to your personal preference.

1.	Audit of Knowledge and Concepts
	The exercises that you have completed in order to arrive at a <i>baseline</i> by the end of the Autumn Term should be included. This is a lengthy document of some 9,000-10,000 words but represents a useful starting point from which you can assess your subsequent progress upon the degree.
2.	Supplementary Learning Activities Portfolio
	This portfolio will largely be comprised of your ' <i>Audit</i> ' document above. In addition, it will detail the supplementary activities which you have undertaken to help you achieve a 'common baseline'. Despite the fact that students enter the degree with a range of diverse educational experiences, you can embark upon the later stages of the course with a degree of confidence that you have some substantial preparatory material in place.
4.	Periodic reflection upon your developing academic, technical and interpersonal skills
	<p>The designers of this course have conceptualised your studies upon this course as an intellectual journey upon only which you can embark but in which you can benefit from the assistance and advice of others around you - principally, your fellow students and members of the tutorial staff. A journey up a mountainside with a group of companions is quite a good analogy.</p> <p>In this section of your PDP, you should both document and reflect upon how you feel your skills are developing in three distinct but interlinked areas:</p> <p><i>Academic skills</i> - these might be the ways in which you feel you are able to access, comprehend, evaluate and synthesise the new material to which you are exposed.</p>

	<p><i>Technical skills</i> - some skills you learn might be more ‘technical’ in nature. For example, they could include the variety of correct ways in which you acknowledge and make reference to academic material (e.g. the Harvard referencing system) You may also be acquiring new skills or enhancing previously acquired skills in areas such as accounting, statistics and ICT for example.</p> <p><i>Interpersonal skills</i> - the course encourages you to develop your social and interpersonal skills by collaboration with other students, particularly by working in teams. Collaboration entails a certain amount of ‘give and take’ but also implies that you give (or contribute) as least as much you take from an activity.</p> <p>You will be asked to record and document the progress you have made in each of these areas on a termly basis.</p>
5.	Periodic reflection upon your learning experiences and learning styles
	<p>This section is similar to the previous heading but is broader in its scope. It may be that as a result of your academic studies, your discussions with fellow students and other activities in which you engage that you find yourself acquiring new attitudes and ways of thinking about your course material. You will be asked to reflect periodically upon the ways the ways in which your academic journey is progressing. This could contain material as straightforward as the beneficial effects of setting yourselves timetables and deadlines or the ways in which you feel your study techniques have improved. On the other hand, you can also identify and reflect upon your own personal learning styles (using well known models such as ‘double loop learning’ or the Honey & Mumford typology of learning styles for instance).</p>
6.	Documentation of associated academic activities.
	<p>You will be given the opportunity to engage in a range of associated academic activities which will include participation in the Business management postgraduate seminar programme, attendance at presentation given by guest speakers within the university, activities associated with the University’s Research and Knowledge Transfer Centre located at West Downs and so on. You may even find that there are conferences that you can attend at a reduced fee (for postgraduate students)</p> <p>You will be asked to record which activities you have attended and for your reflections upon what you have gained from each one of these.</p>

7.	Documentation of extra curricula activities
	Academic study forms the core of your postgraduate experience but there will be other areas of your life (e.g. part-time employment experience, voluntary activities) which can usefully enhance your life-skills and your overall profile. In this section, you will be asked to reflect upon the ways in which course materials may be useful to you - for example in the world of work. At the same time, these experiences also feed back into your course - so you are encouraged not to insulate these elements from each other but to reflect upon the ways in which there may be mutual and reciprocal interactions between your formal course and other parts of your life-space.
8.	Career Planning
	You may already be anticipating a certain type of career or you may still be wanting to keep all of your options open at this stage. This section of your PDP allows you to document those researches you have undertaken to investigate career opportunities. These activities may be as informal as a conversation with a practitioner in the field to more systematic enquiries e.g. by utilising the resources of the University's Careers Guidance centre. The impact of conversations with fellow students as well as with academic staff are certainly not to be under-estimated in this regard.
9.	Advance Preparation for your Dissertation
	<p>In view of the importance of the Dissertation (which contributes 60 of the 180 module credits), then it pays to start thinking about your dissertation from an early stage and certainly by the start of the second term.</p> <p>You can the utilise the PDP to record your progress in each of the following areas:</p> <ul style="list-style-type: none"> (i) Ensuring that you have the necessary investigative and technical skills necessary to conduct a sustained investigation at a high academic level. There are also a range of useful research methods texts to assist you in this task. (ii) Engage in a survey of the available literature to help you progressively focus upon the research question that will form the core of your research activities.

10.	Formal record of your module assessments
	Last but not least, you should include all of the assessment grades gained for each module on the course. This will be provided to you formally by the Registry but do feel free to include a table of your interim assessment results as soon as you have acquired them.

G TUTORIAL SUPPORT FOR STUDENTS

General Information for Students

All students are entitled to expect a degree of tutorial support and advice - even though the effort involved in the student's 'intellectual journey' must by its nature be individual.

Detailed below are the various sources of tutorial support which you have the right to expect, and the roles associated with each type of tutorial support.

1.	Personal tutor/Academic Advisor.
	<p>Upon entry to the course you will be allocated a Personal Tutor/ Academic Adviser. Your Personal Tutor, as you will understand, cannot be an expert on every subject in the programme but they will have a central role in helping you make good progress upon the degree. They will have an oversight of your progress in all areas of the course. They will also act as a 'point of first contact' in case you have need of more specialist help as detailed below.</p> <p>In particular your personal tutor will:</p> <ul style="list-style-type: none">(i) Give general advice concerning your <i>Audit of Knowledge and Concepts</i> portfolio(ii) provide ongoing help for the preparation of your <i>Supplementary Learning Activities</i> portfolio(iii) assist you in your choice of pathway and optional modules(iv) provide you with ongoing support throughout your course. <p>All students will also be provided with a <i>Course Handbook</i> which gives information on a whole range of issues common across the University such as term dates, submission policy and retrieval of failure. Your personal tutor will also help you with any questions that arise which are not answered as such in the <i>Course Handbook</i>. Module specific enquiries will be addressed in the handbook associated with each course. Your personal tutor will also assist you to locate material on the University portal in the form of policy statements. They will also be able to assist you, if necessary, make approaches to other student support services, principally the Library and ITCS (computer services)</p>

2.	Specialist tutors (and tutorial teams)
	<p>Each module will generally be team taught although there will be a clearly identified module leader. These tutors can be approached for more specialist help as you are studying each module. In particular, they should be of assistance in helping you to prepare your assignment material. You can also utilise their resources before you undertake the module if you are in need of more specialised assistance to help you prepare your <i>Supplementary Learning Activities</i> portfolio (in the early stages of the degree) or to refine your thoughts concerning your Dissertation (in the later stages of the degree)</p>
3.	Student Services Study Skills Coordinator
	<p>Ongoing support and guidance of a generic (i.e. non-course related) nature is available to all students, including postgraduate students. The Study Skills Advisor is able to offer assistance and support on a variety of topics including issues such as <i>time management</i> and <i>essay writing</i>. You may be referred to a Study Skills coordinator by your own academic adviser if it is felt you need more general assistance in studying, particularly within the context of higher education in the UK.</p>
4.	Language Unit, Faculty of Social Sciences
	<p>All non-native English speakers will be encouraged to attend the Pre-Sessional Course in English for Academic Purposes held within the Faculty of Social Sciences. Even though you will have gained the minimum IELTS score of 6.5 as part of your admission requirements, further more specialised assistance is available to you if you wish to further improve your communication skills in written or spoken English.</p> <p>You may also seek the advice and assistance of tutors within the Language Unit on an ongoing basis throughout the course if you have particular needs that they may be in a position to remedy.</p>

5.	Dissertation Tutor
	<p>As you are approaching your decision regarding your choice of topic for the Dissertation, you will be allocated a Dissertations tutor usually with a specialised knowledge of the domain in which you wish to locate your study (Marketing or HRM, for example). Each dissertation tutor will also refer to you other tutors who can give you more specialised assistance with aspects of your project as and when the need arises. Your allocated tutor will generally be responsible, however, in association with other members of the tutorial team in helping you to make informed decisions about the research questions that you intend to investigate in some depth. The role of the Dissertations tutor can best be summed up in the expression '<i>To advise, to encourage and to warn</i>' However, the ultimate responsibility for the production of the Dissertation will always remain that of the student.</p>