



School of Society, Enterprise and Environment

**Business and Management
Student Handbook
2014/15**

Newton Park Campus

- **BA (Hons) Business and Management**
- **Major/Minor**
- **Joint**

- **BA (Hons) Business and Management (Human Resource Management)**
- **BA (Hons) Business and Management (Marketing)**
- **BA (Hons) Business and Management (Tourism Management)**
- **BA (Hons) Business and Management (Accounting)**
- **BA (Hons) Business and Management (International Business)**

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How to use this guide to the Business and Management Handbook

This handbook tells you everything you need to know about the Business and Management Programme at Bath Spa University. It contains all the relevant advice, rules and information you need about the Business and Management Programme. It is, in effect, the 'small print' of the notional contract which exists between us. You are recommended to browse through it.

General information relating to the whole Undergraduate Modular Scheme is provided to you in a booklet at the start of your study and is also available on the Bath Spa University website. This handbook gives you all the specific information relevant to the Business and Management Programme.

1 INTRODUCTION

Welcome to Business and Management at Bath Spa University, part of the School of Society, Enterprise and Environment. Business and Management is an undergraduate programme that can be taken as a single honours award:

- BA (Honours) in Business and Management – UCAS code NN12

The single honours award is also offered with a specific pathway:

- BA (Hons) Business and Management (Human Resource Management) – UCAS code N600
- BA (Hons) Business and Management (Marketing) – UCAS code N500
- BA (Hons) Business and Management (Tourism Management) – UCAS code N832
- BA (Hons) Business and Management (Accounting) – UCAS code N400
- BA (Hons) Business and Management (International Business) – UCAS code OT6Y

Business and Management can also be taken as a combined award (major/minor or joint). The award will depend on the chosen combination.

1.1 What is the Purpose of the Business and Management Programme?

Our assumption is that you are going to need some core knowledge about business and how it works and a set of skills which will allow you to apply that knowledge in a wide range of situations.

The Business and Management Programme at Bath Spa University is designed to develop this combination of knowledge and skills and to prepare you for the sort of roles you may encounter in the first stages of your career. The Programme is also designed to allow you to define your own path, selecting subjects which will be appropriate to what you want to do. This makes it ideal as a companion subject in a combined honours Programme or as a single honours subject.

1.2 Quotes from graduates of the course:

Alex Appleton – BA (Hons) Business and Management

I chose to do my Business degree at Bath Spa University because of the quality of education it provides; an achievement which can be attributed to its brilliant lecturers. The University benefits from being quite small so it can concentrate on its core function of teaching and educating its students.

The Business and Management team are very knowledgeable, enthusiastic and dedicated to helping you achieve your potential. When deciding what career path to take my lecturers were very willing to offer their advice and expertise on various industries and job roles. Since graduating in 2012, I went straight on to a graduate scheme with a Bath based Business Consultancy called Nine Feet Tall, whom I met at a careers event at the University. From day one, I was using many of the skills and business principles that I learnt on my degree and have found many of topics covered on the course to be very practical and transferable into business consulting and the commercial world. One of things I love most about my job as a consultant is that it allows me to work in a wide range of management disciplines, which is also one of things I loved most about my degree. My degree and development at Bath Spa University has been essential to me achieving a place on a graduate scheme and career in consulting.

Zara Easton – BA (Hons) Business and Management

The Business & Management course gives you a great understanding of all aspects of business. It also helps push those who are entrepreneurial. The enterprise module helps you to think of new creative ideas. In my interview this is something that they were most interested in. The course helps you think creatively and logically and this is something that I believe helped me to gain employment within the magazine sector and enhance my career.

I now have a job working for a company called Frontline, which is one of the largest magazine distribution companies in the UK. My title is a Newstrade Marketing Executive and I work with the publishers to help plan and organise promotional activity within retailers for each of the titles. For instance, managing a budget for the positioning of a title within a chain of retailers or helping decide whether we pay the money to put them by the tills. It's an exciting opportunity because I am influencing how well a product can sell and you have opportunities to test promotions and see the results. In that sense, these skills can be applied to any product and not just magazines.

BSU Business & Management is a course that I would recommend without a doubt. There is constant support and the course is not overcrowded by any means. There is room for everyone to shine and build strong relationships with both lecturers and colleagues. If you want to learn all aspects of the business world, have constant support and build strong relationships then I would highly recommend the Business & Management course.

2 COURSE AIMS – WHAT WILL YOU LEARN?

2.1 Aims

The Business and Management Programme aims to enable you to achieve your full potential in your future career by developing you as a whole person, to become:

A self directed learner

- an independent and interdependent learner with an intrinsic love of learning
- takes responsibility for learning: you can define what you need to know, work out how to obtain the knowledge/skill, know when you have acquired enough
- is enthusiastic, present, conscientious and hardworking in learning
- is self aware with inner confidence and accurate judgement of own abilities
- is reflective and able to review, question and rethink own goals, values and assumptions in order to adjust and improve
- is resilient and can persevere when things are difficult

A researcher

- searches for and finds business information, comprehends it and makes effective use of it
- is numerate and is familiar with quantitative data which can be handled in a common sense way
- is curious about the world and own community
- draws on experiences of work and organisations
- is resourceful and able to adjust and use different strategies in learning
- effectively uses IT

A confident capable communicator

- communicates appropriately and effectively with different types and levels of people
- conveys arguments or ideas either orally, in writing, or via other media
- is an adaptable and flexible member of teams
- assertively confronts problems encountered in team working

A critical and creative thinker

- analyses and criticises, using sound arguments
- challenges organisations and their practices, but from within the system
- identifies and solves problems
- weighs options, evaluates risks, makes and implements decisions
- suggests ideas, innovates, sees new ways of doing things
- synthesises existing ideas

A project manager

- sets aims, plans, organise projects
- monitors, reacts, co-ordinates, completes and presents projects
- works to address and overcome problems in teams

2.2 What will you learn from completing this Programme?

The aims of the Programme will be achieved by enabling you:

1. To use skills and techniques - in gathering, analysing and evaluating information, planning, applying concepts and models to the solution of problems, evaluating risk, making decisions, communicating, working in teams, thinking effectively and in flexibly managing your own life;
2. To build a detailed knowledge of the principal features of business and organisations,
 - How organisations work;
 - Some of the global forces which shape organisations – social, economic, ethical, political, technological and environmental factors;
 - How it feels to manage in different sectors – private, public, retail, health, financial and so on;
3. To understand in detail the major business functions - understanding markets, developing strategy, understanding and improving processes, managing human resources, managing money, technology and other resources;
4. To analyse the nature of the global forces which shape contemporary organisations - economic, social, ethical, political, ecological, technological and regulatory;
5. To evaluate and challenge both the positive and negative effects of business and management practices and be able to make judgements about their value and implications;
6. To make use of your learning in a variety of different types of organisations and different sectors.

The Programme addresses all aspects of a Business and Management Programme as defined by the national benchmarks issued by the Quality Assurance Agency (2007).

2.3 Principles underlying the Business and Management Programme

That the Programme offers a variety of assessment opportunities - to allow you to demonstrate the knowledge you have gained and the skills you can apply.

That skills are acquired through application, for the most part in the safe environment of the classroom but also, where appropriate, in a work experience setting.

2.4 What you will learn for the progression of Levels, Level 4, Level 5 and Level 6

The Programme has 3 levels:

- Year 1, Level 4
- Year 2, Level 5
- Year 3, Level 6

Between Level 5 and Level 6, there is an opportunity for either a 10 week or a 10 month period gaining experience in a business or other organisation and for which 20 level 6 credits can be awarded.

2.5 Your learning outcomes at each level

Level 4
<p>Emphasis: Knowledge, comprehension, the beginnings of application</p> <p>Intellectual development: Moving away from a right-wrong approach towards first acknowledgement of legitimate uncertainty in the world.</p>
<p>By the end of level 4, you will have:</p> <p>1. – a set of skills, acquired by practice in the classroom, in:</p> <ul style="list-style-type: none"> ▪ How to study – extracting, reproducing and interpreting information and referencing skills. ▪ How to learn. ▪ How to manage yourself and your employability skills. <p>2. - a foundation of knowledge, based mostly on text books and teaching material, which will serve as a basis to build on at levels 5 and 6, in:</p> <ul style="list-style-type: none"> ▪ Why business exists. ▪ The environment and context of business. ▪ The key functions and how they integrate. ▪ Explanatory frameworks which describe e.g. relationships / cause and effect and which aid simplification and interpretation.
Level 5
<p>Emphasis: Developing application and analysis, the beginnings of synthesis</p> <p>Intellectual development: Becoming established and comfortable with multiplicity. Confronting and coping with diversity and "multiples" in virtually everything.</p>
<p>By the end of Level 5, you will have:</p> <p>1. - increased skills in applying this knowledge in the context of organisations, acquired through practice in the classroom but also via group and project work (also in the classroom, (or Year in Business), in:</p> <ul style="list-style-type: none"> ▪ Application and analysis. ▪ Critical appreciation of managing in uncertainty, understanding of the limits and constraints of knowledge. ▪ Asking 'why?' <p>Gathering, analysing and evaluating information, planning, applying concepts and models to the solution of problems, evaluating risk, making decisions, communicating, working in</p>

teams, thinking effectively and in flexibly managing your own life and employability.

2. – an increased depth of knowledge and critical understanding, based on the use of a wider range of references including textbooks, other books, articles, journals, the internet etc., in particular in relation to managing specific functions within an organisation.

Level 6

Emphasis: Developing analysis and synthesis leading to evaluation and critique

Intellectual development: Developing a vision of a world as essentially relativistic and context-bound with a few right/wrong exceptions. The beginnings of contextual relativism, the self-consciousness of being an active maker of meaning, and of commitment to considered choices.

By the end of level 6, you will have:

1.- increased skills in applying this knowledge in the context of organisations, acquired through classroom practice, projects, business simulation, enterprise development, work placement and other experiential learning in:

- Synthesis and analysis.
- Making and communicating decisions.
- Coping with uncertainty and managing risk.
- Critical understanding.
- Challenging accepted learning and the limits of management.
- Applying employability skills.

2. - an appreciation of:

- the integrated nature and complexity of business and
- more specialised knowledge in functional and other areas, based on extensive use of primary sources, journals and a wide range of texts.

Toward these aims, the Learning Outcomes for all modules in the Business and Management undergraduate Programme are divided between:

- Learning outcomes for personal development and employability
- Learning outcomes for knowledge of business and management

3 COURSE CONTENT

The modules that are available to you at each level are as follows:

Level 4

BM4001-40 Core module – Organisations and the Business Environment (40 credits)

BM4002-20 Economics and Globalisation

BM4003-20 Managing data

Level 5

BM5010-40 Core module – Creativity and Innovation in the Workplace (40 credits)

BM5002-20 The Marketing Business

BM5003-20 Human Resource Management

BM5004-20 Financial Accounting

BM5005-20 Information and Operations Management

BM5011-20 Reasoning with Research, Social Science Research Methods

BM5012-20 Destination Management

BM5020-20 International Business

Between Levels 5 and 6 – BM6010-20 Level 6 credits for:

Either: Experience in an organisation (assessed)

10 weeks over the summer between levels 5 and 6

Or: Year in an Organisation (assessed)

10 months between Levels 5 and 6. Note: 10 weeks and 10 months both carry 20 Level 6 credits

– assessment of each will be the same.

Level 6

BM6001-40 Core Module – Business and Management Research Project (40 credits)

BM6002-20 Marketing for Managers

BM6003-20 Management Accounting

BM6004-20 Strategic Human Resource Management

BM6005-20 Enterprise: Creating a business

BM6007-20 Business Strategy

BM6008-20 Managing Sustainability

BM6009-20 New Trends in Management

BM6016-20 Tourism: Contemporary Issues

BM6020-20 Cross Cultural Management in International Business

Core and optional requirements for single and major pathways

Your choice of modules will be influenced by the award you are taking, either a single Business and Management award or a combined award with another subject. No matter the award you are following you will still have choices with your modules to prepare you for your career. Remember if you are a combined award student you will need to check if the core modules are compulsory for you. The core modules will be compulsory for single award students.

If you have any concerns about your module choices, each year we hold a Module Choices Fair that gives the opportunities for all students who are interested in doing business and management the opportunity to find out more about the individual modules. This event is in early May of each year.

3.1 BA (Hons) Business and Management				
Level:	Level 4	Level 5	Level 6	Possibilities after graduation
Essential Modules	Core L4 Organisations & the Business Environment Economics and Globalisation Managing Data	Core L5 Creativity and Innovation Financial Accounting	Core L6 Research Project	Masters in Business related subject Graduate scheme in Business and Management
Recommended Modules		Marketing HRM Information and Operations Management	New trends in Management Business Strategy	
Year in Business 10 week placement		In a general business and management role.		

You may be registered to follow a specific pathway through your Business and Management degree programme. The following pathways are available to single honours Business and Management students:

- BA (Hons) Business and Management (Human Resource Management)
- BA (Hons) Business and Management (Marketing)
- BA (Hons) Business and Management (Tourism Management)
- BA (Hons) Business and Management (Accounting)
- BA (Hons) Business and Management (International Business)

Each pathway suggests which modules are essential and which are recommended.

3.2 BA (Hons) Business and Management (Human Resource Management)				
Level:	Level 4	Level 5	Level 6	Possibilities after graduation
Essential Modules	Core L4 Organisations & the Business Environment Economics and Globalisation Managing Data	Core L5 Creativity and Innovation Financial Accounting Human Resource Management	Core L6 Research Project (in an HR topic) Strategic HR	Training for a further qualification e.g. Chartered Institute of Personnel Development (CIPD). Graduate role in HRM.
Recommended Modules		Marketing	New trends in Management Business Strategy	
Year in Business 10 week placement		In a Human Resources or Personnel Department		

3.3 BA (Hons) Business and Management (Marketing)				
Level:	Level 4	Level 5	Level 6	Possibilities after graduation
Essential Modules	Core L4 Organisations & the Business Environment Economics and Globalisation Managing Data	Core L5 Creativity and Innovation Financial Accounting The Marketing Business	Core L6 Research Project (Marketing topic) Marketing Management	Training for a further qualification e.g. Chartered Institute of Marketing (for which you can use your degree to claim some exemptions). Graduate role in Marketing.
Recommended Modules		Information and Operations Management	New trends in management Business Strategy	
Year in Business		In a Marketing		

10 week Placement		Department, Marketing Consultancy, PR agency		
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3.4 BA (Hons) Business and Management (Tourism Management)				
Level:	Level 4	Level 5	Level 6	Possibilities after graduation
Essential Modules	Core L4 Organisations & the Business Environment Managing Data Economics and Globalisation	Core L5 Creativity and Innovation Financial Accounting Destination Management	Core L6 Research Project (Tourism topic) Tourism: Contemporary Issues	Masters in Tourism Management Graduate role in Tourism Management
Recommended Modules		International Business	Cross Cultural Management in International Business	
Year in Business 10 week Placement		In a tourism business, Tourist Information office		

3.5 BA (Hons) Business and Management (Accounting)				
Level:	Level 4	Level 5	Level 6	Possibilities after graduation
Essential Modules	Core L4 Organisations & the Business Environment Managing Data Economics and Globalisation	Core L5 Creativity and Innovation Financial Accounting	Core L6 Research Project (Accounting topic) Management Accounting	Training for a further qualification eg CIMA. Graduate role in accounting related position.
Recommended Modules		Information and Operations Management	Business Strategy	
Year in Business 10 week Placement		In an accounting role within a business/working for a firm of accountants		

3.6 BA (Hons) Business and Management (International Business)				
Level:	Level 4	Level 5	Level 6	Possibilities after graduation
Essential Modules	Core L4 Organisations & the Business Environment Managing Data Economics and Globalisation	Core L5 Creativity and Innovation Financial Accounting International Business	Core L6 Research Project (International Business topic) Cross Cultural Management in International Business	Graduate role working for a multinational or international consultancy or Involvement in international trade in banking or government or marketing. Post graduate study in International Business
Recommended Modules		Destination Management Information and Operations Management	Business Strategy Tourism: Contemporary Issues	
Year in Business 10 week Placement		Placement working abroad or in an international context		

4 LEARNING ENVIRONMENT

4.1 Teaching and Learning Aims

We aim:

1. To encourage deep learning or acquisition of business related knowledge; generic and vocationally specific skills; and the application of knowledge and skills in relevant study and vocational contexts.
2. To facilitate learning by the identification and deployment of appropriate, varied, and innovative teaching methods.
3. To evaluate the extent to which learning takes place.

To achieve the above, the objectives under each aim are to:

1. Identify knowledge and skills appropriate to level and vocational context;
Identify your learning styles, and make you aware of different approaches to learning;
Apply diagnostic preliminary assessments to determine your existing skills;
Map learning opportunities (module learning outcomes) against available teaching methods and learning styles to ensure a close match;
Apply skills and knowledge in relevant business contexts.
2. Identify and evaluate strengths and weaknesses of the range of possible teaching methods;
Map teaching methods against module and learner requirements;
Appraise products available to support teaching;
Appraise staff skills in relation to chosen teaching methods.
3. Gain your perceptions of the type and degree of learning you achieve;
Utilise objective measures of your performance against Programme and module outcomes;
Gain a qualitative understanding of the learning experience from your representatives at Programme review meetings.

4.2 Module teaching format

All modules run for 28 weeks of teaching followed by a period of 4 weeks for assessments, exams in particular. You will need to study your timetable carefully as all modules have different teaching patterns.

Weekly contact time:

Level 4

Core 40 credit modules: 4 hours per week

20 credit modules: 2 hours per week

Level 5

Core 40 credit modules: 3 hours per week

20 credit modules: 4 hours per fortnight. This may result in an A and B week. For example, Week A: 1 hour lecture and 1 hour workshop. Week B: 2 hour seminar.

Level 6

Core 40 credit module: is the dissertation module with its own teaching pattern.

20 credit modules: 3 hours per fortnight. Again, an A /B week format is possible or teaching will be every other week.

Please see the Module Descriptors and Module Handbooks for full details and contact any of the team if you are unsure.

4.3 Lectures

Lectures are sessions of one hour and either:

- introduce a topic for further consideration in subsequent seminars or
- summarise a topic already considered in previous seminars (see 'problem based learning' below) or
- provide an opportunity to hear from an external speaker about their relevant experience.

4.4 Seminars

Seminars are usually sessions of two/three hours and offer the opportunity in smaller groups to develop deeper learning about a topic. Different seminar tutors will use different methods in seminars. For any module, these will be set out in the module handbook.

Typically seminars will include:

- Presentations and discussions
- Consideration of readings
- Analysis of case studies – written or video
- Development of ideas
- Analysis of problems

4.5 Attendance

The Business and Management Programme is demanding and we expect you to give your studies your full attention. An attendance record is kept and you are expected to attend all of your classes. Absence will only be accepted if there are medical or serious family problems and you should be prepared to submit documentary evidence to explain your absence. If you fail to attend for three consecutive seminars, you will receive a letter from Student Services. Attendance will not influence the mark given in an assessment, especially as you can submit all assessments for anonymous marking.

If you are going to be absent, contact your seminar tutor and explain the situation - do not simply fail to attend. If there is a problem we will try to help.

4.6 The importance of independent study

It is rarely possible to pass a module on the basis of lecture or seminar notes. To obtain higher marks and to gain greater enjoyment and satisfaction from your studies, you need to study outside formal teaching sessions. Seminar tutors and your fellow students (which also means you) rely on you to prepare for seminars by reading recommended texts in advance.

4.7 Other approaches to learning

Contact with tutors outside class:

Your seminar tutor will always be happy to discuss any points you wish to raise about your learning in that module. You can also contact your personal tutor for more general help. In Business and Management, you can email your subject tutor or any other member of staff at any time.

Visits to organisations

Some modules involve visits to organisations outside BSU. These provide an invaluable opportunity to see business for real. Such visits take considerable organising so if you agree to go, it is important that you stick to the commitment.

Visiting speakers

Many of your modules will have visiting speakers from business and industry. They will come in and share their experience with you. These lectures provide an invaluable opportunity for you to learn about business and employability.

Self-directed group work

There will be opportunities for you to work in small groups on projects at all levels of the Programme.

4.8 Library

The library offers a wide range of materials including books, journals (see below), magazines and newspapers. Information about opening hours etc is regularly published by the library <http://www.bathspa.ac.uk/library>. You can also gain access to a wealth of material via electronic sources through the BSU website, in particular, Business Source Premier which is a comprehensive source of material relevant to business.

By completing a form (obtainable in the library) and submitting it to the library of your choice, you can also gain access to the libraries at **Bath University and the University of the West of England**, although you are unlikely to be able to take books out.

Please make sure you are fully aware of all the materials the library has to offer and how to get at them. Library staff are always willing to show you how to access what you need. The librarian for Business and Management is Mark de Fleury. There is also a Library Minerva page that provides a wealth of useful information and advice.

4.9 Journals held in the Library

Business and Management subscribe to the following journals which are available online:

- Accountancy
- Accountancy and Business
- British Economic Survey
- British Journal of Management
- Business Review
- Business Strategy Review
- Economic Affairs
- Economic Issues
- Economic Policy
- Environment and Development Economics
- Environmental Law Review
- Ethical Consumer
- Greener Management International
- Harvard Business Review
- Human Resource Management Journal

Journal of Business Law
Journal of Management Studies
Journal of Marketing Management
Management Today
Marketing
Marketing Theory
Marketing Week
New Law Journal
People Management
Tourism Management.

All the journals above are available on the electronic source – Business Source Premier.

5 ASSESSMENT

5.1 Overview of assessment

Assessment is carried out on a module by module basis, each module being assessed separately. To achieve your award (BA (Hons), Dip HE etc) you need to gather the right number of credits. 40 credits are awarded for passing a 'core' module, 20 credits are awarded for passing other modules. To establish your overall grade (1st, 2:1, 2:2, 3rd) a formula is applied to your marks at Levels 5 and 6 (only) – 40% of your marks at Level 5 and 60% of your marks at Level 6. This is explained in the Modular Scheme Handbook.

5.2 Our aims in assessing are

- To motivate you to learn
- To create learning opportunities
- To establish what you have learned
- To provide feedback to both you and staff
- To provide marks and grades
- To check standards.

To achieve the above, assessment must be:

- Reliable, in that learning outcomes and marking criteria should be equally clear to all who are undertaking the assignment;
- Valid, in that the assessment actually does assess what it sets out to assess;
- Relevant, in that it matches the learning outcomes and leads on from what has been taught;
- Clear, about criteria, in particular that you know what you have to do to achieve different marks or grades;
- Clear about purpose, as to whether the assessment is intended to be formative, to help you learn, or summative, to assess what has been learned;
- Clear about standards, in particular whether you are assessed in relation to each other or in relation to some independent criteria.

5.3 Principles for assessment

Assessment should be designed so that it:

- Is perceived as fair, providing the opportunity for demonstrate your learning;
- Builds your confidence;

- Contributes to your development through the module;
- Provides encouragement through feedback;
- Is placed at appropriate points in the module to encourage your further development;
- Allows you to show your learning to best advantage;
- Draws on a range of styles which allow you to display what you have learned.

5.4 Assessment methods

These may be conducted through tutors, by self-assessment or by peer assessment: There are a wide range of assessment methods used as part of this Programme, all of which are selected to support the learning and develop of knowledge and skills. Some examples are listed below:

To assess knowledge:

- Business Reports
- Examinations
- Project work
- Dissertation

To assess skills:

- Performance activities – alone or in groups
- Simulations
- Decision tests
- Presentations
- Leading discussions

Both summative and formative types of assessments are ways to see how progress is made. The formative types of assessment can be most useful and helpful in terms of guidance for the summative assessments. Most of the examinations will take place in the formal assessment period in the closing weeks of the academic year.

5.5 Assessment for each module

A full range of assessments are applied throughout the Business and Management Programme. Different approaches to assessment are used in each of the module, this gives variety to your learning and different ways to reflect on knowledge and skills development. Details of the specific types of assessments in each of the modules can be found in the specific module descriptors.

Below is the full range of assessments applied throughout Bath Spa University, many of which are evidenced in the Business and Management Programme. These are compliant with Bath Spa University Learning and Teaching Policy.

Assessment methods

Type/Module
<i>Indicative – summative</i>
Tutor-marked unseen examinations under controlled conditions
Tutor-marked open book examinations under controlled conditions
Tutor-marked examinations under controlled conditions for which the question papers are issued in advance
Tutor-marked practical laboratory examinations under controlled conditions
Tutor-marked group assignments including projects, reports, portfolios
Tutor-marked group assignments including case studies, problem-solving exercises, design tasks, fieldwork
Tutor-marked group assignments including learning logs, diaries, mapping exercises, notebooks
Tutor-marked group assignments including presentations, exhibitions, poster displays
Tutor-marked individual assignments including projects, reports, portfolios and essays
Tutor-marked individual assignments including case studies, problem-solving exercises, design tasks, fieldwork
Tutor-marked individual assignments including learning logs, diaries, mapping exercises, notebooks
Tutor-marked individual assignments including presentations, exhibitions, poster displays
Tutor-marked synoptic examinations, projects and dissertations
Multiple choice tests
Computer-based assessment online
Computer-assisted assessment via optical mark or character reading technology
<i>Indicative – formative</i>
Negotiated learning contracts
Work-based assessment
Placement assessment
Simulation exercises, in-tray exercises

5.6 Handing in assignments

The handbook for each module will give details of dates for the submission of work. Details will also be published on Minerva. You are required to submit your work in electronic format via Turnitin so that it can be checked for plagiarism. Failure to do either of these on time risks incurring penalties for late submission.

A principle of marking is that the tutor does not know whose work they are marking until they come to tabulate all the marks. To maintain anonymity, please make sure you conceal your name, as instructed and avoid putting your name anywhere else on your work.

5.7 Submission of Programme assessed work

Most written assignments will be submitted online via Turnitin. If you are asked to submit work in another form please ensure you follow the instructions from your module leader. DO NOT hand work directly to tutors and DO NOT leave work anywhere else. These arrangements apply to all essays, reports, independent studies, dissertations and similar work prepared out of class time and submitted for a common deadline.

5.8 Submission dates and extensions

Programme work will only be accepted for marking after the submission date if an extension has been agreed. Extensions are *only* granted in the case of documented illness or other serious problems. Such extensions must be obtained *before* the due date from the module co-ordinator *not* the marking tutor. Work submitted up to one week late *without* agreement will only receive a maximum mark of 40%. Any programme assessed work submitted more than one week late will not be marked and will receive a zero mark.

5.9 Returning Work and Feedback

Tutors will always mark work as quickly as possible; the University's policy is a three week return rate. We will comply with this arrangement and we will advise you if otherwise. Part of the marking process is to moderate 20% of the submissions including all fails. This means a second opinion is given to ensure the original marking is consistent and in line with expected standards. Clearly this is an important safeguard for you but it does add time to the whole marking process.

You should be aware that the External Examiners also see the same moderated 20% for all papers at Levels 5 and 6, but not until the end of the academic year. They have the right to alter marks (although only for the whole module) so all work is returned 'subject to confirmation by the External Examiner'.

All returned work will show the mark achieved and feedback from the marking tutor. This feedback is designed to point to ways you can improve future assignments in other modules and subjects. Usually your work will be returned electronically via Turnitin.

5.10 What mark is needed to pass a module?

The pass mark for a module is 40% overall (grade D, equivalent to third class honours). It is possible for a pass mark in one assessment to compensate for a failure in another in the same module, (as long as the overall averaged mark is 40%) but the failing mark must be at least 35%, or more. The marks at Level 4 do not count towards your final degree classification although gaining the credits does.

5.11 What if you fail?

Normally you are *referred*. This means that you have one more opportunity to pass any item that you failed first time - this is in the following August. When you are referred, the highest mark you can be awarded for the failed element is 40%. For more detail, see the Modular Scheme Handbook.

5.12 Mitigating circumstances

If you fail because of *mitigating circumstances* - circumstances beyond your control that prevented you from completing assignments - you may be *deferred*. You will still have to pass the assessment in August but it will be considered that you are taking it for the first time so you can be awarded any mark, not limited to 40%. Mitigating circumstances must be advised to Student Services *before* the assessment is due to be completed and will need corroborating evidence such as a medical certificate, of which copies must be submitted to Student Services. The *Examination Board*, which ultimately approves all results, will not accept unsupported self-certification.

Mitigating evidence is only considered by the *Examination Board*. It is confidential. Any evidence must be submitted to Student Services so that it is available to the *Examination Board* before it meets. It is the *Examination Board*, not the tutors, who decide whether mitigating evidence is acceptable. For more detail, see the Modular Scheme Handbook.

If you consider that your work is being adversely affected by any circumstances beyond your control, make sure you talk to someone about it (your personal or subject tutor or Student Support Services) and notify Student Services when it happens, not some time later.

5.13 Guidelines for expected standards in assessment

5.13.1 Generic Guidelines

Any assessment should be well planned, structured to aid understanding and should address the question asked in a coherent way. There should be evidence of wide reading which will lend authority to the work. Creative input and flair attract higher marks. Specific guidelines about content can be found below.

At all levels, the generic marking criteria will apply. It is likely that that the general criteria will be amended or developed in individual modules (always check the Module Handbook) but, if in doubt, rely on the generic criteria.

5.13.2 Specific Guidelines (minimum expected content)

	Business reports other forms of Programme work (e.g. project)	Evidence of wider reading from, for example:	Websites	Exam (if used)	Presentation (if used)
Level 4	Equivalent in terms of research and creative effort to producing 1500 words	Core textbook and at least 2 other academic sources (textbooks or journals – professional and refereed)	Their academic authority must be evaluated	2 hours seen or unseen (or further assessment equivalent to 1000 words)	5 minutes per student
Level 5	Equivalent in terms of research and creative effort to producing 2,500 words	More than one textbook and several other authoritative academic sources – e.g. professional or refereed journal articles	Their academic authority must be evaluated	2 hours seen or unseen (or further assessment equivalent to 1000 words)	10 minutes per student plus leadership of a class discussion lasting at least 10 minutes
Level 6	Equivalent in terms of research and creative effort to producing 2,500 to 3,000 words	A wide range of authoritative academic sources – e.g. books, professional or refereed journal articles	Their academic authority must be evaluated	3 hours seen or unseen (or further assessment equivalent to 2000 words).	15 minutes per student plus leadership of a class discussion lasting at least 20 minutes

We aim to achieve equivalence between modules at each level within the Business and Management Programme and across other Programmes in BSU.

5.14 Basis for assessment at each level

Level 4
Emphasis: Knowledge, comprehension, the beginnings of application
Level 5
Emphasis: Developing application and analysis, the beginnings of synthesis (combining ideas to form concepts)
Level 6
Emphasis: Developing analysis and synthesis leading to evaluation (applying critical judgement and suggesting improvements)

5.15 Generic marking criteria

Set out below are a set of standard marking criteria. Marking criteria in individual modules will be based on these.

Grade	Indicative	Criterion
	Marks	Working upwards from a pass
D	40 – 43	A third Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions.
	44 – 47	A middle third Work of satisfactory quality which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically.
	46 – 49	A high third Work of a satisfactory standard demonstrating a reasonable level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the level concerned.

C	50 – 53	A lower second Work of sound quality which contains most, but not all, of the C grade characteristics for the level concerned.
	54 – 56	A good lower second Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources.
	57 – 59	A high lower second Work which clearly fulfils all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight.
B	60 – 63	An upper second Work of good quality which contains most, but not all, of the B grade characteristics for the level concerned.
	64 - 66	A good upper second Work of good quality which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline-related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources.
	67 – 69	A high upper second Work which clearly fulfils all the criteria of the B grade for the level concerned, but shows greater insight and/or originality.
A	70 - 73	A first The qualities of an A grade but with more limitations. Work of very good quality which displays most, but not all, of the A grade characteristics for the level concerned.

	74 – 76	A good first Work of distinguished quality which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline-related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.
	77 – 79	An excellent first Work which fulfils all the criteria of the A grade, but at an exceptional standard for the level concerned. Substantial originality and insight, very few minor limitations.
	80-100	An outstanding first Work of outstandingly high quality and originality.
		Working downwards from a fail
F	30 – 35	A bare fail Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned.
	20-35	A fail Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the level concerned.
	1-19	A bad fail Work of very poor quality which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the level concerned.
	0	Nothing submitted. Extension not agreed before due date; or work containing nothing of any relevance or merit.
N		
L	0	Late submission; too late to be marked.
UP	0	Work failed pending decision about unfair practice.

6 WORK EXPERIENCE AND PLACEMENT OPPORTUNITIES

To give yourself an opportunity to apply your learning in a business context you may like to try a period of work experience. This will give you the chance to transfer the application of skills and knowledge from the safety of the classroom to a real business.

1 Year in Business – 10 month placement for which 20 Level 6 credits can be obtained

If you are enrolled on the Business and Management Programme which includes an optional Year in Business, an option for part of your Programme will be to obtain and complete a 10 month period with an approved employer. This period will be completed after Level 5 and before Level 6 and will run from September/October to June/July. Towards the end of the first year there will be a meeting arranged to explain the Year in Business process. Details will be sent to all Level 4 business students. The core module at Level 5 will provide time and guidance for you to apply and prepare for the full length placement.

2. 10 week placement for which 20 Level 6 credits are available.

The Level 5 core module also makes provision for a shorter, 10 week, placement in a business.

Any placement in a Business/Organisation in the Business and Management Programme is designed to conform with the QAA (Quality assurance Agency) Quality Code. If you are to be involved in the Year in Business, please see the separate Guidance for Year in Business in its own Handbook.

7 CAREERS

Bath Spa Careers (www.bathspa.ac.uk/careers) can help you develop your career in a number of ways:

- Offering personalised careers advice
- Putting you in contact with employers through a mentoring programme
- Inviting employers to campus to promote their opportunities
- Giving you access to the careers resource library
- Coordinating work placements tailored to your needs
- Signposting you to advertised positions and keeping you up-to-date with trends in the job market
- Advising on further study

Business and Management's employment rate has traditionally been strong. We work closely with the Careers team to make sure you get every opportunity to develop and improve your employability. Our latest DLHE (Destination of Leavers in Higher Education) results were 54.3% of students in graduate commensurate employment. Our students work for a range of employers. A few examples are: Dyson, Hewlett Packard, Hilton, Land Rover Jaguar, Marks and Spencers, MOD and Nissan.

8 TEACHING QUALITY INFORMATION

Our National Student Survey results for 2013-14 are 88% overall satisfaction. Business and Management has a very good track record in NSS results (2012-13 – 93%, 2011-12 - 94%) and this demonstrates our commitment to a positive teaching and learning experience for every student in our subject.

9 HOW WE SUPPORT YOU

9.1 We aim to achieve the following:

- To establish a culture in which you are encouraged to talk to staff and staff to you;
- To ensure you feel valued as the major element in our academic community;
- To demonstrate understanding, compassion and respect for you as a Business and Management student;
- To communicate in a language that is clear and straightforward;
- To establish a consistency of communication approaches within the Business and Management team;
- To share and develop 'best practice' initiatives;
- To meet the requirements of both internal and external quality assessors.

9.2 Guidelines

Discussing and talking with students is an enjoyable and rewarding element of a tutor's role. You need to see in these activities a consistent and coherent approach that will reflect your expectations of the system. From your perspective this will primarily centre on our availability for tutorials and responses to e-mails.

9.3 Can you expect to see Business and Management staff informally?

Tutors are always happy to be approached by you but the response to an informal approach will entirely depend on the circumstances of the moment. The recommended practice is to address the key issues immediately and then, if a further conversation is required, ask you to book a follow-up meeting to discuss the other or less important issues. This booking should be made there and then to ensure you are confident the remaining issues will be discussed at the date set.

9.4 When can you expect to meet with us?

Each tutor has tutorial hours – some tutors use Google calendar. Tutors are also happy to arrange a meeting via email. Slots can be for 15 or 20 minutes, or whatever is appropriate to meet mutual needs. A variety of times and days will be offered to fit a variety of timetables. Staff will need to fit this timetable around their teaching and research demands, but additional slots will be made available when demand is high, in particular at assessment time. Both parties make a firm commitment when the appointment is made. This is to be made clear with any cancellation of the tutorial formally notified to you. Make sure the tutor knows how to get in touch with you – perhaps via a personal email address. Where confidentiality is required, staff will book a confidential room. Module Handbooks will also have details about how to contact the Module Co-ordinator or the seminar tutors. You can also call at the School office in the foyer of the Stanton building to make enquiries about the whereabouts or availability of Business and Management staff.

9.5 Language we use when talking to you

It is expected that 'simple English' will be used both in the written and oral context. This is becoming increasingly important particularly if English is not your first language. Tutors need also to reflect on

the tone, the pace and the use of colloquialisms and 'buzz-words', all of which influence the value of the communication process.

9.6 When can you expect to receive a response from e-mail or voice mail?

Business and Management staff will reply to e-mail and voicemail, where possible within 24 hours but, always within 2 working days. There are times when this will not be possible, for example, at times of annual leave, sickness and other absences, so staff will observe accepted courtesy on these occasions.

9.7 Your E-mail address (BSU and personal)

Because Minerva uses BSU email addresses, all email communications from BSU staff are sent to your BSU email address. It is vital that you check your inbox frequently and regularly.

10 HOW WE ASSURE THE QUALITY OF THE COURSE

Before the course started, a process of course approval took place which included consultation with academic and industry experts. The following was checked:

- There would be enough qualified staff to teach the course
- Adequate resources would be in place
- Overall aims and objectives are appropriate
- Content of the course meets requirements of Quality Assurance Agency for Higher Education and European Standards and Guidelines
- The course maps to subject benchmarks
- The course meets any professional/statutory body requirements
- Internal quality criteria such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

10.1 External benchmarks

To ensure that the standards of the Business and Management Programme are equivalent to the standards of other BA Programmes, our outcomes are compared with external benchmarks produced by the Quality Assurance Agency. This body is responsible to vet and maintain standards across Higher Education. Our school is also a member of the Association of Business Schools, authors of the QAA Benchmark statements (2007).

11 HOW WE MONITOR THE QUALITY OF THE COURSE

The quality of the course is annual monitored through evaluating:

- External examiner reports (considering quality and standards)
- Peer observation of teaching and staff development review
- University surveys
- Statistical information (considering issues such as pass rates)
- Student feedback (including module evaluation questionnaires)

The course team use this information to undertake annual monitoring, which in turn, is monitored by the University's Academic Quality and Standards Committee.

Every six years an in-depth periodic review of the subject area is undertaken by a review panel, which includes at least two external subject (academic and industry) specialists. The panel considers documents, meets with current/former students and staff before drawing its conclusions. This results in a report highlighting good practice and identifying areas where action is needed.

Business and Management went through their periodic review in April 2011. The panel commented positively on our innovative approaches to e-learning, our approachable, enthusiastic and committed staff and the high level of dissertation support. They also felt that as a team we were teaching for business.

12 THE ROLE OF EXTERNAL EXAMINERS

Once the Programme is aligned to external benchmarks, the most significant way in which Business and Management maintain standards is through External Examiners. A sample of students' work from all Level 5 and 6 modules is sent to examiners who work independently from BSU. They are appointed to oversee the content of modules and the quality of assessment. They approve examination and assignment questions. Our external examiners are:

Dr Noelle O'Connor,
Course Director: BA (Hons) in Business Studies with Event Management
Limerick Institute of Technology, Ireland.

Mr Chris Dancer
Head of the School of Enterprise, Management and Leadership
University of Chichester

External Examiners are asked to review:

- All fails – papers marked under 40%
- A sample of students' work across the range of marks from 40% to 100%

In total external examiners receive at least 20% of all assessed student work. The examiners are asked to comment on the extent to which the marks awarded are appropriate to the standard of work expected, taking account of the level (i.e. levels 5 or 6) and comparisons with standards in other honours degree Programmes.

12.1 Other approaches to maintaining standards

12.1.1 Moderation

Before any papers are sent to external examiners, the same 20% sample from all assessments in all modules (at all levels) is 'moderated' by a member of the Business and Management team, other than the original marker. This means a second opinion is given to ensure the original marking is consistent and in line with expected standards.

12.1.2 Feedback

Quality may be defined as 'consistent conformance to customer expectation'. The true guardian of standards will be you, the student, and your feedback and level of satisfaction will be a major influence on our performance.

12.2 Obtaining Feedback from our Principal Stakeholders

12.2.1 The Objectives of Obtaining Feedback

The aim of the Business and Management team is to deliver an educational Programme that consistently meets the needs and expectations of our stakeholders, thereby ensuring that a profitable, rewarding and enduring relationship exists between the team and these stakeholders. These stakeholders are the Programme's current, past and future students, their employers, higher education's quality assurance institutions and our own staff.

In order to ensure that this aim is met, the Business and Management team has developed procedures for obtaining reliable and relevant feedback from our stakeholders. These procedures aim to achieve three objectives:

- To assess whether the existing Business and Management Programme is consistently meeting the needs and expectations of our different stakeholders.
- To ensure that any new developments in the Business and Management Programme reflect the changing needs and expectations of our stakeholders.
- To demonstrate to those responsible for overseeing the achievement of quality standards in the Business and Management Programme that appropriate and robust quality assurance systems are in place.

As a consequence of meeting of these objectives:

- Staff will be in possession of data that will enable them to make realistic and balanced assessments of the quality of their teaching and to make informed and intelligent decisions about the Business and Management Programme's future direction.
- Stakeholders will have confidence that the Business and Management Programme reflects their needs and expectations.
- Those responsible for overseeing the achievement of quality standards in the Business and Management Programme will have confidence that these standards are being attained and maintained.

12.2.2 Principles for Obtaining Feedback

When establishing procedures for gathering feedback from stakeholders, the Business and Management team will ensure that these procedures adhere to these principles:

- They must be manageable and convenient to use, given the finite resources at the disposal of the Business and Management team.
- They must provide reliable, timely and relevant data.
- They must provide reliable and in-depth insights into the beliefs, attitudes and opinions that stakeholders hold towards the Business and Management Programme.

- The information generated by these procedures must be available to the Business and Management team when they are determining what changes to make to the Programme.

12.2.3 Procedures for Obtaining Feedback

The procedures employed by the Business and Management team to obtain feedback from the different groups of stakeholders will need to be tailored to their different circumstances.

13 LISTENING TO THE VIEWS OF STUDENTS

Student feedback is important to us and is obtained through:

- Module evaluations – interim and end of year
- Student representation on course committees
- Personal tutor and module leader

All Business and Management students currently complete evaluation questionnaires for all their modules, generally in the final weeks of the academic year. These questionnaires are the same as those used for all other modules provided by the School of Society, Enterprise and Environment. In our view, this mechanism does not provide sufficiently finely grained and timely data about students' perceptions of the modules they are studying. Alongside the existing system, the Business and Management team collect interim feedback on every module in the Programme. This feedback is collected by student representatives and given back to the module co-ordinator who will consider the comments, makes any necessary changes and provides a response to the students via Minerva/email.

We also run focus groups with students. This is because it is generally accepted that focus groups are an excellent instrument for identifying the needs of the users of a service and evaluating whether that service has met these needs. These groups will gather data on the quality of the teaching they have received, the quality of the resources available to them to support their studies and their perception of the relevance and usefulness of their studies to them.

14 THE ROLE OF THE COURSE COMMITTEE

This course has a course committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the course (for example library and technical staff). The committee has responsibilities for the quality of the course and plays a critical role in the University's quality assurance procedures.

Each year there will be two meetings of the Business and Management Programme Committee. These meetings provide an opportunity for representatives of students on Business and Management modules to meet the staff. The agenda includes discussion of changes and progress of the Programme, but the main business of the meetings is to hear the views of students' representatives from all 3 years based on feedback from current modules. Student reps are elected in the first term of the first year, usually in a lecture when most students are present. It is important that you give your views to these representatives so that they can pass on suggestions and complaints at the Programme committee meetings, or at any other time.

15 LISTENING TO THE VIEWS OF OTHERS

The views of other interested parties are obtained:

15.1 Past students

Graduates, as they move from studying into their first full-time jobs, are obviously well placed to assess to what extent the Business and Management Programme has successfully prepared them for the world of work. It is therefore essential that the Business and Management team obtain feedback from this group. Students of Business and Management are encouraged, prior to graduation, to join our Alumni LinkedIn group. This provides students with an opportunity to network with colleagues and to keep in touch with the Business and Management team.

15.2 Employers

Regular feedback from employers is essential for the successful future development of the Business and Management Programme. We invite many employers to visit and to actively engage with our students. Please take all the opportunities we provide in this Programme of visiting speakers and those provided through the Careers department.

16 STUDENT PRIZES

Each year at Graduation we award two prizes to Business and Management graduates:

- **Business and Management Student of the Year.** This is awarded to the student who has the best overall performance in the final year of the BA (Hons) Business and Management programme (highest mean percentage of 100 credits).
- **Business and Management International Student of the Year.** This is awarded to the international student who has the best overall performance in the final year of the BA (Hons) Business and Management programme (highest mean percentage of 100 credits).

Recipients of the above prizes are awarded £75.

17 HYPERLINKS TO APPROPRIATE REGULATIONS, POLICIES AND GUIDANCE

- Student General Regulations - <http://www2.bathspa.ac.uk/regulations/student-general-regulations/>
- Undergraduate Modular Scheme regulations - http://www2.bathspa.ac.uk/services/student-services/current-students/your-course/guide-for-students-course-of-study/2011_12%20Modular%20Scheme%20Guide%20for%20StudentsDec2011revised.pdf
- Plagiarism/unfair practice policy <http://www2.bathspa.ac.uk/services/student-services/policies/unfair-practice.asp>
- Student Services - <http://www2.bathspa.ac.uk/services/student-services/current-students/student-support-service/default.asp>
- Complaints procedure - <http://www2.bathspa.ac.uk/regulations/complaints-procedure/>

18 STAFF PROFILES

Listed below are the names and email addresses of the Business and Management team. We are all based in Commons – CM229.

Head of Business and Management

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Subject Leader: Business and Management Undergraduate Programme

Dr Diana Reader d.reader@bathspa.ac.uk

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Cathy Leng, Head of Department, Business and Management and International Relations

Cathy is the Head of Department for Business and Management.

Cathy spent many years with Barclays Bank working in Sales Management, Human Resource Management and Management training. Her research area is Services Marketing in the UK Financial Services.

Dr Diana Reader, Subject Leader: Business and Management

Diana Reader is Subject Leader for the undergraduate Business and Management programme. She is module co-ordinator for the Level 6 core module 'Business and Management Research Project'. Diana also contributes to teaching on the Masters programme.

Diana graduated with a first class BSc (Honours) degree in 1997. This was followed with an MSc in Management Science. Diana's PhD 'Entrepreneurship Research: Evidence of the Intellectual, Social and Collaborative Nature of the Domain' was completed in 2005. Prior to joining the Business and Management team at Bath Spa, Diana was a lecturer at Southampton Business School. Diana has professional teaching recognition from the HEA. She has also gained business experience working for companies specialising in market research and benchmarking.

Sarah Bloomfield

Sarah Bloomfield is the module-coordinator for the level 4 core 'Organisations and the Business Environment' module and the 'Marketing Communications' module on the Masters programme. Sarah also works as an Associate Lecturer in Business and Management at the Open University, and a Consultant in Marketing.

Prior to her career in Higher Education, Sarah had an International career in Marketing, including roles as a UK Marketing Director for L'Oréal, and the Marketing Manager for Dyson in Japan. Sarah holds an MBA from INSEAD in France, undergraduate and post-graduate degrees in manufacturing engineering from Cambridge University, and a Diploma in Japanese from London University's School of Oriental and African Studies. Sarah's research interests include International Business, Marketing Communications and the Not-For-Profit sector.

Mark Coombs

Mark is module co-ordinator for the level 5 core 'Creativity and Innovation in the Workplace' module. He also leads on the level 5 and level 6 placement modules. Mark is a barrister and Chartered Tax Advisor who came to Bath Spa University in 2010 from the University of the West of England, Bristol, where he had read law, studied for his bar exams and lectured on various subjects from criminal and civil law to taxation. Currently enrolled on Higher Education Academy-accredited professional teaching course, Mark hopes to commence doctoral studies shortly thereafter.

Before starting his academic career, Mark worked in practice as a tax consultant; advising a diverse range of businesses from SMEs to large regional firms on diverse taxation and business issues including compliance, advisory and planning matters.

Polly Derbyshire

Polly joined the Business and Management team after working for the university since 2002 in a number of different roles including working for the Careers Service as a Careers Adviser and as a Lecturer on the Professional & Academic Development Programme. Polly is the module co-ordinator for level 5 Human Resource Management and level 6 Strategic Human Resource Management.

Previously Polly's career started in Human Resources where she worked both in HR operational roles and within policy development. She has a MA in Managing Human Resources and is a member of the

Chartered Institute of Personnel & Development. Before working at BSU, Polly worked for 5 years for a community organisation supporting adults into work where she retrained as a careers advisor.

Dr Georgina Gough

Georgie is module leader for BM6008-20 Managing Sustainability. Georgie's teaching experience and knowledge of tourism, from both academic and industry perspectives, covers varied aspects of tourism. She has also taught UG modules on organisations and the business environment; the Australian environment; culture, identity and place; research methods for the social sciences; and, managing global forest resources.

Georgie's masters, PhD and postdoctoral research has centred on visitors to nature-based attractions. Other research she has been engaged in has looked at heritage tourism (in the UK and within urban and World Heritage contexts), biodiversity interpretation in rainforests, UK doctoral research in tourism studies, charity shops, and tourism and urban renewal in Brazil. She has presented her work at international academic and professional conferences. Additionally, Georgie is involved in education for sustainable development (ESD) and is currently project manager for the development of an online ESD resource. She recently managed a project to establish a network, website and virtual research repository for knowledge exchange in the area of tourism, equity and water.

Nilashis Ghosh

Nilashis joined the Business and Management department team in January 2013, having previously lectured for five years at Liverpool Hope Business School and other five years in several colleges and Universities in India. With his first degree in Bachelor of Commerce with Honours in Accountancy under University of Calcutta and his International MBA, Nilashis is presently pursuing his PhD. He teaches the International Business modules within Business and Management Department.

He is a keen researcher and writer, and has presented his research in several conferences around the world. Nilashis' research interest is in the area of Cultural Management, Ethics, Finance, Audit (Internal Audit), Governance and CSR. Prior to his career in HE, Nilashis worked for companies specialising in Tourism and Hospitality. While doing so, he gained considerable business experience and the knowledge of the corporate business culture.

He has also remained a successful cricketer and has represented in State, Zone and in National and International levels.

Darren Hoad

Darren has just joined the Business and Management team. He will be leading on BM5012-20 Destination Management and BM6016-20 Tourism: Contemporary Issues. He will also be teaching on the level 4 core module.

David Joseph

David has worked for Bath Spa University for two decades. David is module leader for level 6 'Business Strategy' and level 6 'New Trends in Management'. David will also lead on our Open Module 'Leadership and Management'. Prior to joining the University he had a career in local government working in the fields of strategy and performance review.

His scholarly activities have focused on the causes of accidents and system failures and the social and ethical consequences of marketing. He has taken an active interest in new approaches to teaching and in the past has employed a problem-based learning approach in the delivery of some of his modules.

Dr Lu Liu

Lu is Course Director for the Postgraduate programme and also module co-ordinates level 5 'International Business'. Lu was born in China. In 1991, she was granted a bachelor's degree (BEng) in engineering economics by Harbin Engineering University (China). From 1991 to 1996, she worked as a business analyst and consultant. From 1996 to 2001, she was a lecturer at Harbin Engineering University teaching a wide range of modules in business and economics. She was also a part-time public relations and marketing consultant of several small companies and a visiting lecturer of several universities and colleges.

Lu's PHD was in the research area of knowledge and information management. Lu's research interest is in the area of integrating knowledge management activities into management information systems for SMEs and non-profit organisations (NPOs) to achieve effective management activities. As a member of teaching staff, she is also interested in the research topic of integrating e-learning pedagogy into class learning methodology so as to help HEIs to effectively use virtual learning tools and technologies to provide practical teaching and training programme for SMEs.

Hugh Osborne

Hugh joined in July 2013, as a lecturer in International Teaching and Support. His current responsibilities include delivering Pre-Sessional programmes and supporting SEE international students. He is also an IELTS examiner.

Previously, Hugh worked for the University of Bath directing the summer Pre-Sessional Management programme, preparing international students for School of Management postgraduate courses, including the MBA. He also designed materials for, coordinated, and taught on courses to support international and domestic students on the School's various postgraduate courses. Finally, he was involved in various projects across the University developing student employability. Hugh also taught at Nankai University, China, for several years.

For fifteen years, Hugh worked in journalism, travel, recruitment, and sales & marketing. His years in business finished as a company director of a company that he had started, before he sold up and returned to teaching. Hugh's main professional interests lie in integration strategies for international students, assessment methods and student employability.

Dr Inna Pomorina

Inna is module co-ordinator for the level 4 module 'Economics and Globalization'. Before joining the University she worked as a Senior Lecturer at St. Petersburg University of Finance and Economy (Russia), where she gained her PhD in Economics, then as a visiting lecturer at the University of the West of England and as a Researcher for Economics Network at the University of Bristol.

Inna's research interests are in the area of the current state of teaching and learning in Economics in the UK. She has conducted regular surveys of students, lecturers, graduates and employers to inform the Network's support role and give a voice to the HE Economics community. Inna disseminates the results at various conferences and workshops in UK, USA, Australia and Russia.

Dr Nasir Salari

Nasir is module leader for the level 5 module 'Marketing Business' and the level 6 module 'Marketing for Managers'. Prior to joining Bath Spa University, Nasir was working at Birmingham Business School as a Teaching Fellow. His role was mainly involved with running workshops and seminar for Principles of Marketing and International Marketing modules.

Nasir has recently defended his PhD thesis successfully at Birmingham Business School. His main areas of research are centred on innovation resistance, cross cultural studies, consumer innovativeness and new product development. His thesis subject was selected as one of the top 40 best thesis ideas by the Academy of Marketing Science (AMS) in 2011.

Sarah Sibley

Sarah has worked at Bath Spa University teaching and supporting international students since 2001. Her responsibilities include designing and delivering pre-sessional courses and supporting undergraduate and postgraduate international students

Previously, Sarah worked for several years in Italy with Alitalia, Fiat and various banks as a business language tutor. She then returned to London, where she worked as a director of studies, teacher trainer and tutor for Regent Language Training. For over 20 years I have worked for Cambridge University local Examinations Syndicate (UCLES) on their suite of international business examinations as a principal examiner, item writer and examiner trainer. She has also worked for Bath University, designing materials and teaching on the Pre MBA programme.

Sarah has an MEd in Applied Linguistics. She also has an MA in World Literatures and a teaching Diploma. In 2011, she became a Fellow of the HEA. Her main area of research interest lies in curriculum design and assessment, and she is keen innovator in the classroom.

Gareth Stone

Gareth is module co-ordinator for level 5 'Operations and Information Systems' and level 6 'Enterprise'. He also leads an open module 'Successful Freelancing'. Gareth joined the Business and Management team in 2009 after completing several successful Supply Chain oriented research programmes at the Lean and Agile Research Centre at Bath University. Gareth has a BA degree in Business and Design and a Masters degree. He is a Fellow of the Higher Education Academy.

With an aviation production background, his main research areas are associated with the exploration of innovative 'build-to-order' concepts and enterprise training. He has published work on automotive transition strategies and was involved in the development of key industry performance metrics for the aerospace industry.

Dr Zhiqi Wang

Zhiqi is module co-ordinator for level 5 Financial Accounting and level 6 Management Accounting. She obtained a PhD and Masters degree from Reading University. She was awarded a full ICAM Centre Scholarship for her PhD study.

Zhiqi has taught in various universities including Lancaster University, Reading University, Bath University and Birkbeck, University of London. She has also had extensive work experience as an accountant in the Bank of Communications. She has published in various peer-reviewed ABC (Association of British Business Schools) recognised journals. Her main research interests include UK share buybacks and education in the international markets.

19 EQUAL OPPORTUNITIES STATEMENT

Bath Spa University welcomes diversity amongst its students, staff and visitors, recognising the contributions that can be made by individuals from a wide range of backgrounds and experiences. Our equal opportunities statements is available here [Equal opportunities statement](#)

Should you have any concerns at any time regarding your course, any of the information contained within the Handbook, or any other aspect of University life, you should discuss this in the first instance with Dr Diana Reader, Subject Leader for Business and Management (email d.reader@bathspa.ac.uk or if you prefer Student Services (email StudentServices2@bathspa.ac.uk , telephone 01225 876215) who will assist you in identifying the types of support available to you. Examples of these types of support are:-

- Arranging appropriate teaching and examination arrangements;
- Assisting with the provision of scribes, readers, note takers or interpreters;
- Assisting you with applications for financial assistance;
- Assisting you with any concerns you may have regarding any work experience you may undertake;
- Helping you to identify technology and other support appropriate to individual needs;
- Advising on study and arranging loan of equipment;
- Liaising with members of academic staff in relation to access to the curricula.

20 MODULES IN THE BUSINESS AND MANAGEMENT PROGRAMME

Level 4

Code	BM4001-40	
Title	Organisations and the Business Environment	
Subject area	Business and Management	
Pathway	All	
Level	4	
Credits	40 points	
Contact time	3 hour seminar, 1 hour lecture	
Pre-requisites	None	
Acceptable for	All routes	
Excluded combinations	None	
Core/Optional	Core	
Module Co-ordinator	Sarah Bloomfield	
Description & Aims		
This module looks at organisations and the business environment. It aims to provide you with an introduction to the external influences in the business environment. You will be able to identify the principle features of the political, economic, social, technological, legal, ecological and competitive forces influencing organisations. You will also gain an understanding of the internal environment of organisations – their structure, culture and resources. You will appreciate the different roles and responsibilities of the key functions – marketing, operations, human resources, accounting and information systems.		
Outline Syllabus & Teaching & Learning Methods		
You will be attending a three hour seminar and a one hour lecture per week.		
Intended Learning Outcomes		How assessed
Personal Development On successful completion of this module you will be able to: <ul style="list-style-type: none">Understand your role as an independent learnerSearch for information, evaluate it and make effective use of itWork as an adaptable and flexible member of a teamCommunicate appropriately and effectively either orally or in your written work.		Group project All assessments Group project All assessments
Knowledge On successful completion of this module you will be able to: <ul style="list-style-type: none">Understand the external business environment and its impact upon organisationsAppreciate the evolution of organisational theories with particular emphasis on their relevance in the workplace todayRecognise the key functions and understand their role in the organisation		Group project Individual report Exam
Assessment Scheme		Weighting %
<ul style="list-style-type: none">Group project – week 9		30%
<ul style="list-style-type: none">Individual report – week 21		30%
<ul style="list-style-type: none">Two hour unseen Examination – week 27		40%
Reading Lists/Key Texts & Websites		
<ul style="list-style-type: none">Campbell, D and Craig, T (2005) Organisations and the Business Environment, 2nd edition, Elsevier		
Learning Resources		
<ul style="list-style-type: none">Minerva, Business Source Premier, Library		

Code	BM4002-20
Title	Economics and Globalisation
Subject area	Business and Management
Pathway	All
Level	4
Credits	20
Contact time	2 hrs lecture (A week); 2 hrs seminar (B week)
Pre-requisites	None
Acceptable for	All routes
Excluded combinations	None
Core/Optional	Core
Module Co-ordinators	Dr Inna Pomorina
Description & Aims	
<p>This module is designed to provide an introduction to globalisation and to economics, with an emphasis on its applicability to the analysis of contemporary business problems.</p> <p>This unit will introduce you to some of the fundamental principles of economic analysis that are relevant to a modern day business, and how economists build and use models to help make sense of the sometimes messy and confusing world around us. The primary objective of the Programme is to guide you towards a better understanding of the economic environment and develop an appreciation of the opportunities available to, and limitations imposed upon, businesses in this environment. You will be introduced to theories of supply and demand, consumer behaviour, pricing, production, innovation, costing, and the role and relevance of interest and exchange rates in the macro economy alongside the ability to apply these theories.</p> <p>As a result, this module is of particular value to you as a student of Business and Management; if you are taking other subjects you may also find this module most beneficial in understanding the world in which you live and work.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>The module will have two main sections: (i) an introduction to economics; (ii) an introduction to globalisation.</p> <p>The teaching will be two hours each week in workshops and seminars two hour workshop on alternate weeks.</p> <p>Lectures will introduce new concepts, with the seminars and workshops developing your learning in forms of group exercises, group presentation and class discussions</p> <p>The intention is to develop you as an independent learner with tutors facilitating and supporting your learning.</p>	
Intended Learning Outcomes	How assessed
<p>Personal development</p> <p>On successful completion of this module you will be able to:</p> <p>Gain an awareness and an understanding of how our society functions from the perspectives of:</p> <p>1.How individuals, households and firms make decisions to allocate limited resources the production, distribution, and consumption of goods and services;</p> <p>2.How, as a member of the global family of nations, our nation’s economy is integrated into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology.</p>	<p>Business report</p> <p>Group Presentation based on case study</p>
<p>Knowledge outcomes</p> <p>On successful completion of this module you will:</p> <p>1. Be able to understand business problems using an economic perspective.</p>	<p>Exam</p>

2. Understand the basic theoretical models and tools of business economics.	
Assessment Scheme	Weighting %
Business Report	40%
Group Presentation based on a case study	30%
Examination (2 hours)	30%
Reading Lists/Key Texts & Websites	
Core reading <ul style="list-style-type: none"> Alan Griffiths and Stuart Wall (2008), Economics for Business and Management, 2nd Ed. London: FT-Prentice Hall, an imprint of Pearson Education, Supplementary Textbooks: <ul style="list-style-type: none"> Griffiths, A. And Wall, S. (2008), Economics for Business and Management, 2nd Edition, Essex: Pearson Education Limited Cashian, P. (2007), Economics, Strategy and The firm, New York: PALGRAVE MACMILLAN Slooman, J and Hinde. K. (2006), Economics for Business, 4th Edition, Essex: Financial Times Prentice Hall Earl, P & Wakeley, T. (2004), Business Economics: A Contemporary Approach Maidenhead: McGraw-Hill Education. Journals: <ul style="list-style-type: none"> Management Today, British Journal of Management, Business Review, Business Strategy Review, Harvard Business Review and Journal of Management Studies Magazines and newspapers: <ul style="list-style-type: none"> Financial Times The Economist BBC News – Business and Economy at http://www.bbc.co.uk/news/business/ 	
Learning Resources	
Minerva	

Code	BM4003-20
Title	Managing Data
Subject area	Business and Management
Pathway	All
Level	4
Credits	20
Contact time	2 hour seminar and 1 hour lecture (A); 1 hour workshop (B)
Pre-requisites	None
Acceptable for	All
Excluded combinations	None
Core/Optional	Core
Module Co-ordinator	Nilashis Ghosh
Description & Aims	
<p>This module is designed to provide an introduction to the use and interpretation of kind of numbers useful to business. As a result, it is of particular value to students of Business and Management; students taking other subjects that rely on quantitative data may also find this module beneficial. This introductory module assumes a basic level of maths as a starting point. Working with data is important in other year 1 modules, for example Organizations and the Business Environment, and Economics. In addition, these analytical skills are applied in advanced level modules such as</p>	

Accounting, Managing Sustainability, and Management Accounting. The acquisition of advanced spreadsheet skills which have direct applications in business will be a feature of this module.	
Outline Syllabus & Teaching & Learning Methods	
<p>The module will cover some of the most useful numeric tools used in business. These will include: collecting, presenting, and summarising data; probability and expected value models; the normal distribution and confidence intervals; financial models including interest, net present value, and IRR; linear programming; correlation and regression; index numbers; time based forecasting models; and computer workshop sessions which will be used to teach you to use the power of computers to reach solutions to numeric problems, and extend and develop your ability in using Excel.</p> <p>All of the above will be placed into the context of the business/economic world, and you will learn how different sorts of numbers are used to make business and financial decisions.</p> <p>Teaching will include lectures and workshops. Lecture 1 hour and workshop 1 hour week A, and workshop 2 hours week B.</p>	
Intended Learning Outcomes	How assessed
<p>Personal development:</p> <p>On completion of this module you will have:</p> <ul style="list-style-type: none"> ▪ effective problem solving and decision making using appropriate quantitative and qualitative skills ▪ numeric and quantitative skills including data analysis, interpretation and extrapolation effective use of Information & Communication Technology (ICT) for business applications <p>Knowledge:</p> <p>You will know how to:</p> <ul style="list-style-type: none"> ▪ organise and present data clearly; ▪ describe different types of relationships between variables and interpret the meaning of linear regression and correlation; ▪ describe and explain the importance of typical probability distributions; ▪ make correct use of significance tests ▪ use and interpret index numbers and time series ▪ demonstrate competence in the use of spreadsheets 	<p>Workshops where marks are accumulated on a weekly basis.</p> <p>Written assignment examining a selected set of statistics and using Excel skills to present it.</p> <p>Multiple choice test.</p>
Assessment Scheme	Weighting %
Data assignment	30%
Computer workshop	30%
Multiple choice	40%
Reading Lists/Key Texts & Websites	
Smailes J & McGrane A (2000) <i>Essential Business Statistics</i> Financial Times Prentice Hall	
Whigham D (2008) <i>Business Data Analysis Using Excel</i> Oxford University Press	
Learning Resources	
Minerva, computers, and online statistical data	

Level 5

Code	BM5010-40
Title	Creativity and Innovation in the Workplace
Subject area	Business and Management
Pathway	All
Level	5
Credits	40
Contact time	3 hours per week (one lecture and one seminar)
Pre-requisites	None
Acceptable for	All routes

Excluded combinations	None
Core/Optional	Core
Module Co-ordinator	Mark Coombs
Description & Aims	
<p>Today's managers are increasingly expected to generate creative and effective solutions to organisational problems as a key part of their role. This module aims to provide students with the skills and knowledge needed for them to be able to solve problems, to make decisions, to manage change, to analyse and improve processes, and to manage projects.</p> <p>The module introduces a range of business tools and techniques which might be used to effect successful change within organisations. There is also a positive emphasis on evaluating and improving personal employability through skills development and self reflection.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Initially, you will focus on developing an understanding of your own strengths and weaknesses, and on how the way you view the world affects your approach to finding solutions to personal/workplace challenges and problems.</p> <p>You will learn about a range of tools for techniques that underpin the creative problem solving process, and that will enable you to analyse and understand how organisations work. You will then apply these tools in a variety of contexts. This will be underpinned by current theory on managing innovation.</p> <p>As the module progresses, you will continue learning about approaches to working through and solving problems. This will prepare you for a group project which you will complete, using project management methodologies, and applying many of the tools and techniques previously covered.</p> <p>You will also spend some time exploring a number of areas relating to your employability in the context of the work marketplace. The module assumes that a number of you will complete a 10 week or longer work placement at the end of the academic year.</p>	
Intended Learning Outcomes	How assessed
<p>Personal Development:</p> <p>On successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> • Take a step-by-step approach to solving problems; • Use with confidence a number of creative thinking techniques; • Implement solutions in a business and personal context • Manage a project; • Identify your strengths and present these in a CV. <p>Knowledge:</p> <p>On successful completion of this module, you will:</p> <ul style="list-style-type: none"> • Be aware of approaches for understanding yourself; • Understand basic project management; • Be familiar with with a range of tools and techniques for solving problems and implementing solutions; • Know about the job market and how to approach it. 	<p>Summative Individual and Group Assessments</p> <p>Formative Class contribution, Self assessment, Self-reflection, Quizzes, Regular feedback from lecturer, other students etc.</p>

Assessment Scheme	Weighting %
1. Individual Report	50%
2. Group Report	35%
3. Group Presentation	15%
Reading Lists/Key Texts & Websites	
Bevan, R., Wright,T. and Middleton, J.C., 2007, <i>Be Incredibly Creative</i> . Oxford: Infinite Ideas	
Bevan, R., Wright,T., Leong, S. and Middleton, J.C., 2008, <i>Be Creative (Manga Life)</i> . Oxford: Infinite Ideas	
Claxton, G., 1997, <i>Hare Brain, Tortoise Mind</i> . London: 4th Estate	
Droit, R-P., 2002, <i>101 Experiments In The Philosophy Of Everyday Life</i> . London: Faber and Faber	
Gladwell, M., 2008, <i>Outliers: The Story of Success</i> . New York: Little Brown and Company	
Kline, N., 1999, <i>Time To Think</i> . London: Ward Lock	
Leadbeater, C., 2009, <i>We-Think</i> 2nd Ed. London: Profile Books Ltd	
Middleton, J.C., 2006, <i>Upgrade Your Brain</i> . Oxford: Infinite Ideas	
Minto, B., 2002, <i>The Pyramid Principle</i> (3rd Ed.). Harlow: FT Prentice Hall	
Semler, R., 1993, <i>Maverick!</i> . London: Century	
Senge, P., 2006, <i>The Fifth Discipline</i> . London: Random House	
Stewart, T., 1997, <i>Intellectual Capital</i> . London: Nicholas Brealey	
Tapscott, D., & Williams, A., 2006, <i>Wikinomics</i> . New York: Portfolio	
Tidd, J., & Bessant, J., 2009, <i>Managing Innovation</i> . Chichester: John Wiley	
Von Oech, R., 1990, <i>A Whack On The Side Of The Head</i> . Wellingborough: Thomsons Publishers Limited	
Wiseman, R., 2009, <i>59 Seconds: Think A Little, Change A Lot</i> . London: Macmillan	
Other Information sources	
You will also find a wealth of other material on Minerva. I recommend you spend some time during the module to explore the materials available. Business Source Premier is a really useful resource, as is Mintel. Many of the tools we will explore are also commonly available on the net, but be careful to be appropriately sceptical of claims made by consultants. They are trying to sell you their approaches so you need to validate their claims from academic sources wherever possible.	
Learning Resources	
<ul style="list-style-type: none">Tutors and Fellow Students, Minerva, Internet, Guest Speakers	

Code	BM5002-20	
Title	The Marketing Business	
Subject area	Business and Management	
Pathway	All, Marketing	
Level	5	
Credits	20	
Contact time	One hour lecture and one hour seminar per fortnight; one two hour seminar each alternate fortnight	
Pre-requisites	None	
Acceptable for	All routes	
Excluded combinations	None	
Core/Optional	Core for Marketing pathway	
Module Co-ordinator	Nasir Salari	
Description & Aims		
This module introduces students to the process of marketing. It develops their understanding of the key concepts of the marketing business and investigates how they can be applied effectively in a range of different business contexts. The marketing framework is therefore explored from the perspective of the manufacturer and the consumer and applied to a variety of organisations. The module also evaluates whether marketing always has a positive impact on society and debates whether it is possible for organisations to be socially responsible when marketing their goods and services.		
Outline Syllabus & Teaching & Learning Methods		
This module has four key sections (i) the identification of customer needs; (ii) strategies for meeting and satisfying customer needs; (iii) marketing and business strategy; and (iv) a critical assessment of the impact of marketing on society and the natural environment. The module is delivered through 13 one hour lectures, 13 one hour seminars and 13 two hour seminars. The core concepts are introduced in the lectures. Seminars are devoted to directed study, case studies, research activities and student-led discussions. Seminars therefore provide an opportunity for students to deepen their understanding of the key concepts and to apply them to marketing challenges in different contexts.		
Intended Learning Outcomes		How assessed
Personal Development: On successful completion of this module you will be able to: <ul style="list-style-type: none">• Use various marketing techniques successfully in a range of different business contexts• Be independent learners		Class presentation
Knowledge: On successful completion of this module you will: <ul style="list-style-type: none">• Understand the key features of the marketing process• Have developed a critical understanding of the impact of marketing on society and the natural environment		Market report and exam
Assessment Scheme		Weighting %
Formative: Learning contract (wk.2); Class exercises (wks. 2-20)		
Summative		
Marketing report		40%
Group presentation		20%
Two hour examination based on seen topics		40%
Reading Lists/Key Texts & Websites		
Baines, P, Fill , C & Page, K (2008) <u>Marketing</u>		
Brassington, F and Pettitt, S (2006) <u>Principles of Marketing</u>		
Learning Resources		
Tutors and fellow students, University Library, Minerva, Internet.		

Code	BM5003-20
Title	Human Resource Management
Subject area	Business & Management
Pathway	All, Human Resource Management
Level	5
Credits	20
Contact time	2 hours per week, 52 hours contact in total over 26 weeks Week 1: 1 hour lecture, 1 hour seminar Week 2: 2 hour seminar
Pre-requisites	None
Acceptable for	All routes
Excluded combinations	None
Core/Optional	Core for HRM pathway
Module Co-ordinator	Polly Derbyshire
Description & Aims	
The human resources or the people within an organisation are one of the key factors in determining the success or failure of a business. As a result, the study of how human resources can be managed is a vital component of furthering your understanding of the business world. For aspiring managers, this module will give you a broad introduction into the challenges and activities that are involved in the management of people.	
Outline Syllabus & Teaching & Learning Methods	
It will work on a two weekly cycle as outlined above. Plus you'll be doing your own independent learning in order to investigate further into the subject. During the seminars you'll be discussing your learning with your fellow students so that you learn from each other, build your skills, and develop your team working ability. There will be significant opportunities for formative assessment, including the completion of bi-weekly written summaries of reading which will be seen by the tutor (using Minerva). Also, built into the teaching Programme, seminar time will be given for the review of drafts of summative assessment. The initial report is an opportunity to gain significant feedback which can be built on for the longer Business Report.	
Intended Learning Outcomes	How assessed
Knowledge On completion of the module you will able to: 1. Explain the four key areas of human resource management – people resourcing, learning and development, reward and employee relations 2. Demonstrate an awareness of how the business environment shapes the management of people in today's organisations 3. Evaluate and challenge human resource management practices and policies	 1. A, B & C - All assessment methods outlined in the section below 2. A, B & C 3. A, B & C
Personal Development: On completion of this module, you will have developed your: 1. Verbal communication skills 2. Team work skills 3. Written communication skills 4. Research skills and your ability to critically	 1. Seminar activity such as discussion, debates and presentations 2. Seminar activity as above 3. A, B & C 4. A, B & C

evaluate literature – considering different authors standpoints and backing up arguments with evidence. 5. Reflection and review of learning 6. Harvard referencing skills	5. Self evaluation linked to A & B 6. A & B
Assessment Scheme	Weighting
A. Initial Short Report – week 7 B. Business Report – week 24 C. Two hour Seen Exam – week 27	20% Authentic, SR 40% Authentic, SR 40% SA
Reading Lists/Key Texts & Websites	
Key texts will include: <ul style="list-style-type: none"> • Torrington, Hall & Taylor, <i>Human Resource Management</i>, 6th edition • Bratton & Good, <i>Human Resource Management</i>, 4th edition • Stredwick, <i>An Introduction to Human Resource Management</i>, 6th edition • Nieto, <i>An Introduction to Human Resource Management</i>, • Leopold et al, <i>The Strategic Managing of Human Resources</i> Chartered Institute of Personnel & Development, CIPD, www.cipd.co.uk	
Learning Resources	
Minerva site with significant learning resources to supplement weekly content, Business Source Premier, Library section	

Code	BM5004-20
Title	Financial Accounting
Subject area	Business and Management
Pathway	All, Accounting
Level	5
Credits	20
Contact time	3 hour seminar (A week) and 1 hour lecture (B week)
Pre-requisites	None
Acceptable for	All routes
Excluded combinations	None
Core/Optional	Core
Module Co-ordinator	Dr Zhiqi Wang
Description & Aims	
Business decision making is based on qualitative and quantitative data. Whilst both of these are important, in this module we focus on the financial information provided to management by a robust accounting system. In order to understand how an organization makes short, medium and long term decisions an understanding of financial accounting systems is necessary. Whilst you may not be considering accounting as a career you will almost certainly find that as a graduate in your future employment you will be faced with profit and loss accounts, balance sheets or management accounting documents that you will need to make sense of. Without such an understanding a large area of business information would be closed to you. The purpose of this module is to make you accountancy literate.	
Outline Syllabus & Teaching & Learning Methods	
The teaching will be centred round the three key financial statements: profit & loss account; balance sheet; and cash flow statement. It will also cover financial analysis employing ratios, and examine the models of corporate failure via the work of Argenti and Altman. In addition there will be an introduction to environmental accounting, Teaching will take place via lectures, workshop, and Minerva.	

The teaching pattern will be Week A 1 hour lecture, and Week B 3 hour workshop.	
Intended Learning Outcomes	How assessed
Personal development On successful completion of this module you will be able to: <ul style="list-style-type: none"> • employ cognitive skills of critical thinking, analysis and synthesis • solve problems and make decision making using appropriate quantitative and qualitative skills • employ numeric and quantitative skills • make effective use of ICT for business applications Knowledge On successful completion of this module you will: <ul style="list-style-type: none"> • understand the nature and purpose of Profit & Loss Accounts, Balance Sheets, and Cash Flow Statements • understand the purpose of ratio analysis and use it to analyse corporate data, and evaluate financial and environmental statements • understand costing concepts, how to prepare overhead analysis sheets and make decisions employing marginal costing • understand the nature and purpose of environmental accounting, and its link with social responsibility • understand the value and use of ICT for business applications 	Formative: computer based M/C tests, workshop exercises Report/ briefing paper Written examination 3 hours
Assessment Scheme	Weighting %
Written assignment	50%
Three Hour unseen Examination	50%
Reading Lists/Key Texts & Websites	
Dyson, J (2007) <i>Accounting for Non-accounting Students</i> 7th ed Financial Times Prentice Hall	
Learning Resources	
Computers, Minerva, and fellow students	

Code	BM5005-20
Title	Information and Operations Management
Subject area	Business and Management
Pathway	All
Level	5
Credits	20
Contact time	Two hours per week
Acceptable for	All Business and Management students
Core/Optional	Optional
Module Co-ordinators	Gareth Stone
Description & Aims	
Business environments are changing faster than ever before. Global business operations, decentralisation of large local business groups, and offshoring, are influencing operations management and the information systems used to manage the supply of goods and services. Among them use of the internet as the need for electronically connecting various business activities becomes extensive; Enterprise Resource Planning, integrated software packages made up of financial, manufacturing, human resource and other modules involving the entire firm; Supply Chain Management Systems. Students should not only understand operations management but	

information systems because the two are increasingly interlinked.	
Outline Syllabus & Teaching & Learning Methods	
<p>The module will have three main sections:</p> <ul style="list-style-type: none"> (i) introduction to operations management (ii) introduction to the use of information and systems (iii) evaluation of these practices. <p>The module will reflect on major shifts that are occurring in supply-chain and operations management, as well as approaches to cost reduction, quality improvement and on-time delivery.</p> <p>The teaching element will consist of a weekly two hour seminar. The programme has 2 weeks set aside for you to catch up with reading. There will be an off-site tour of operations at a local business facility and an industry practitioner will be invited to talk to students about employability requirements. Seminar workshops will be facilitated by your tutor but will require contributions from students through group activities based on relevant business cases. Student will also be encouraged to present a 'Spotlight' on operations or technology concept and then lead a short discussion with the wider group. The intention is to develop your knowledge of business operations and hone your business, learning and communication skills. The course will also be underpinned by the use of dedicated web-based resources.</p>	
Intended Learning Outcomes	How assessed*
<p>Students will develop both knowledge of the subject and practical transferable skills</p> <p>Knowledge Development</p> <ul style="list-style-type: none"> • Develop a critical understanding of the innovative practices adopted by some businesses to respond to changes • Understand the scope of the operations function and its influence on organisations • Appreciate the design of underlying processes as well as products and services • Recognise the value of resource planning and process control • Enhanced capacity to be independent learners and to participate actively in the co-production of their own learning • Demonstrate ability to apply content from the course to a case study <p>Skills Development</p> <ul style="list-style-type: none"> • Effectively manage work and communication in groups • Utilise collaborative ICT • Refine research skills • Problem solving 	<p>Summative Assessment</p> <p>Collaborative ICT management task & poster presentation.</p> <p>Individual Report</p> <p>2 hr seen case based examination</p> <p>Formative Assessment</p> <p>Spotlight</p> <p>MyOMlab</p> <p>Wiki - Skills</p>
Assessment Scheme	Weighting %
Collaborative ICT management task (50%) & poster presentation (50%).	40%
Individual Report	30%
2 hr seen case based examination	30%
Reading Lists/Key Texts & Websites	
<p>Jones, P. and Robinson, P. (2012) <i>Operations Management</i>, 1st edition, Oxford: Oxford University Press.</p> <p>Chaffey, D. and White, G. (2012) <i>Business Information Management</i>, 2nd edition, Essex: FT Prentice Hall.</p>	
Learning Resources	
Visit to Yeo Valley or Similar; Industry Speaker; Workshop Simulation; Dedicated web resource	

Code	BM5012-20
Title	Destination Management
Subject area	Business and Management
Pathway	Business and Management/Tourism
Level	5
Credits	20
Contact time	52 hours
Pre-requisites	None
Acceptable for	All programmes
Excluded combinations	
Core/Optional	Core module for Tourism Management pathway
Module Leader	Darren Hoad
Description and Aims	
<p>The aim of this core module is to develop an understanding of managing destinations. Students learn about different approaches to tourism planning, explore the interplay between various stakeholders in the tourism planning process and consider the importance of effective tourism planning to destination development. The module examines the restructuring of established tourist regions and resorts, the challenges inherent in tourism planning, decision-making and the role of sustainability. Modular content and activities build on important key skills introduced in Level 4 <i>e.g.</i> individual and team work, use of ICT, data handling, and written and oral communication.</p> <p>Fieldwork takes place in the local area in order to explore issues at first hand and an emphasis is placed on current planning and management issues.</p>	
Outline Syllabus and Teaching and Learning Methods	
<p>Syllabus content includes: Planning for tourism, information needs in the tourism planning and decision-making process, stakeholder groups, research activities in a tourist destination, tourism management issues, analysis and interpretation.</p> <p>Students are introduced to key destination management concepts, themes and approaches along with a variety of tourism planning methods. Content is delivered via lectures, seminars and fieldwork.</p>	
Intended Learning Outcomes	How assessed*
By the end of this module, students will be able to: 1) Demonstrate an understanding of stakeholders in the management of destinations; 2) Critically evaluate a range of different approaches to destination management; 3) Identify the importance of visitor experience and destination branding; 4) Present research findings in an appropriate form, using different media; 5) Understand different methods of tourism planning at a variety of spatial scales; 6) Select, apply and criticise appropriate theories and concepts regarding tourism policy and planning.	a) b) c) a) b) a) c) a) b) c) a) b) a) b)
Assessment Scheme	Weighting %
Formative assessment:	

a) Seminar tasks, assigned readings, student led seminars, <i>Summative assessment:</i> b) Essay (2000 words) c) Student-led seminar Group seminar presentation Individual reflective report	40% 40% 20%
Reading Lists/Key Texts and Websites	
Gunn, C.A. with Var, T. (2002) <i>Tourism planning: basics, concepts, cases</i> . 4th ed. London: Routledge. Hall, C.M. (2007) <i>Tourism planning: policies, processes and relationships</i> , 2 nd ed. Harlow: Pearson Education Limited. Prideaux, B. (2009) <i>Resort destinations: evolution, management and development</i> . Oxford: Butterworth-Heinemann.	
Learning Resources	
Module and Student Handbooks; Dedicated website on Minerva (VLE); Guest speakers; Fieldwork; Library collection and electronic databases	

Code	BM5020-20
Title	International Business
Subject area	Business & Management
Pathway	All
Level	5
Credits	20
ECTS*	
Contact time	52 hours
Acceptable for	All
Excluded combinations	None
Core/Optional	Compulsory/Optional
Module Co-ordinator	Dr Lu Liu
Description	
Globalisation is one of the key challenges in today's business environment and a growing number of companies are going global. On the international stage, businesses encounter a wide variety of opportunities and challenges that arise from their position as (initial) outsider to a local context different than their home country. Globalization accelerates business interfaces across countries, while only marginally reducing differences in national contexts. As a result, it is becoming more and more important that students possess intercultural awareness and competencies and practice their business knowledge across borders in order to enhance career aspirations.	
This module covers International business environment; International business management and development; International Marketing management; International Financial management; International HR; Business Ethics and CSR in the international context.	
Outline Syllabus & Teaching & Learning Methods	
The course will commence with an introduction to international business, international business environment, internationalisation and will progress to developing international strategy. It will include international financial management and international HR management.	

The syllabus for the module will further develop knowledge in the principles of international business operations; intercultural communication and strategic international business development for entrepreneurs.

The teaching of the module will apply case studies generated in an international context, and give the opportunity to apply relevant theories into business situations.

- Teaching methods – two hour lecture (A week) and two hours seminar (B week)
- Learning methods – lecture, seminar, group work and self-study

Where appropriate additional selected readings designed to support learning and understanding will be presented as the module develops.

Intended Learning Outcomes	How assessed**
<p>On successful completion of this module you will be equipped with the following:</p> <p>Knowledge Development</p> <ul style="list-style-type: none"> • Understand the environment of international business, how businesses could be affected and how to manage a business in an international context. • the drivers and dimensions of international business development • importance and techniques on Intercultural business communication <p>Personal Development Skills</p> <ul style="list-style-type: none"> • Strategically evaluate and implement subject knowledge in business practice in an international context. • Analyse different aspects of International Business and evaluate against different practices around the world. 	<p>Essay</p> <p>Project</p> <p>Project</p> <p>Essay</p> <p>Project</p>
Assessment Scheme	Weighting %
<p>Formative: Class based work exercises which may include one or some of the following: case study analysis; group discussions in seminars; question and answers in lectures and/or individual/group project preparation</p> <p>Summative: Essay (2000 words) Group Project</p>	<p>0%</p> <p>40%</p> <p>60%</p>

Reading Lists/Key Texts & Websites

Core text

- Griffin, R.W. and Pustay, M.W. (2010), *International Business*, 6th ed. New Jersey: Pearson

Core readings

- Janet Morrison. (2009), *International Business – Challenges in a Changing World*, Palgrave Macmillan.
- Alan M. Rugman, Simon Collinson (2012), *International Business*, sixth edition: Pearson
- Angwin, D., Cummings, S. and Smith, C. (2011), *The Strategy Pathfinder – core concepts and live cases*, 2nd ed. West Sussex: Wiley

Supplementary readings

- Deresky, H. (2011), International management – Managing across Borders and Cultures, 7th ed., New Jersey: Pearson
- Fisher, C. and Lovell, A (2006), Business ethics and values: individual, corporate and international perspectives, 2nd ed. Harlow: Financial Times Prentice Hall
- Grant, R.M. (2010), Contemporary Strategy Analysis, 7th ed. West Sussex: Wiley
- Johnson, D. and Turner, C. (2010), International Business – Themes and Issues in the modern Global Economy, 2nd ed. Oxon: Routledge
- Morrison, J.(2009), International business : challenges in a changing world, Basingstoke: Palgrave Macmillan
- Robertson, C. J. (2007), International business, New York: McGraw-Hill Higher Education
- Som, A. (2009), International Management – Managing the Global Corporation, Maidenhead: McGraw-Hill Higher Education

Learning Resources

Minerva, online resources
 Business Source Premier
 Academic Journals (accessed through on BSP)
 Library at Newton Park Campus
 Newspapers particularly Financial Times
 Business and Management team
 International Business guest speakers

Code	BM5106-20
Title	Researching People and Organisations
Subject area	Sociology/ Business and Management
Pathway	
Level	Level 5
Credits	20 credits
Contact time	52 hours - 2 hours per week (1 hour lecture and 1 hour seminar/workshop, or scheduled group activities)
Pre-requisites	
Acceptable for	
Excluded combinations	
Core/Optional	Optional
Module Leader	Dr Andrew Smart (Sociology Tutor)
Description and Aims	
<p>We are surrounded by an ever-increasing amount of information about how people think and act, in their social lives, and as workers and consumers. Those who know how to access and manipulate this information can make better decisions, stronger arguments and devise policies or strategies based on good evidence. However, the proliferation of information has made it increasingly difficult to tell the good data from the bad, the trustworthy sources from the untrustworthy. The first part of this course will help you to become savvy surveyors of information-rich fields. It will help you know where and how to look for information, and how to make the most of what is already known in your subject so that you can write and speak more authoritatively. You will also build a toolkit for making judgements about the quality of information, thereby making you more effective at evaluating its worth. Nevertheless there will always be situations in which you find an absence of the information that you want or need. In the second part of the course you will be introduced to ways in which you can create valid and reliable data. You will be introduced to commonly used techniques in business and social research that use qualitative, quantitative or mixed-methodologies. You will learn about research design and sampling, gain experience of gathering and analysing data, and develop an</p>	

understanding of how to conduct academically sound and ethically sensitive research. The knowledge and experience you will gain from this module could be invaluable in other parts of your degree course (when you need to critically evaluate or when you come to undertake a final year dissertation). Looking further forward, the skills that you will learn here could be the foundation for a career in social administration and policy; public relations, organisational or marketing research; or research in local or national government, or in academia.

The aims of this module are:

- To gain the knowledge and ability to effectively search for, evaluate and synthesise information from a variety of sources relevant to your subject;
- To understand and practise some key research skills.

Outline Syllabus and Teaching and Learning Methods

The first part of the module consists of sessions that are focused on building knowledge and skills for searching for, evaluating and synthesising information. We will look at techniques for: searching library and other databases; re-using existing datasets (or information sources) in the public realm; systematic reviewing; writing literature reviews; making evaluative judgements. The second part of the module will introduce a range of techniques for collecting data that can be used in social, organisational and marketing research, including interviews, focus groups, surveys and observations. Throughout this part of the course attention will be paid to issues of design, sampling, data analysis and ethics. We will also embed thinking about how the internet can be used as a tool for collecting data.

2 hours per week (1 hour lecture and 1 hour seminar/workshop, or scheduled group activities) Lectures will be used to convey key information, while seminars/ workshops will be practical and interactive (including discussion, debate and individual/ group problem-solving tasks). Where necessary, workshops will be scheduled in ICT suites. A portion of the lectures/seminars/workshops in the second part of the course will be given over to facilitating and running group projects.

Intended Learning Outcomes	How assessed
<p><i>Subject-related knowledge</i></p> <p>Students will</p> <ul style="list-style-type: none"> • Know where and how to search for and synthesise subject-specific information from a wide range of existing sources. • Know how to apply key concepts for critical evaluation. • Know about a range of ways in which research can be designed and undertaken in a rigorous and ethically sensitive manner <p><i>Discipline-specific and key transferable cognitive abilities and skills</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Be able to design research, undertake data collection and analyse data. • Be able to listen and communicate in ways that help to elicit information during the research process. <p><i>Key transferable and employment-related skills:</i></p> <p>Students will be able to</p> <ul style="list-style-type: none"> • Be able to use ICT for data analysis and information retrieval. • Work individually and in groups to identify and solve problems in information retrieval, and in research design, practice and dissemination. 	<p>A, D</p> <p>A, D</p> <p>B, C, E, F</p> <p>B, C, E, F</p> <p>B, C, E, F</p> <p>ALL</p> <p>ALL</p>

Assessment Scheme	
<i>Formative:</i> (A) 2x draft submissions for portfolio (B) Plan of report on research process (C) Dry-run group oral research presentation <i>Summative:</i> (D) 1500 word (individual) portfolio/ annotated bibliography that demonstrates abilities to describe, evaluate and synthesise information from a range of sources (E) 3000 word (individual) report on research process (F) Group presentation (5 mins per person) on research findings	
	Weighting %
	30%
	50%
	20%
Reading Lists/Key Texts and Websites	
Bryman, A. (2012) Social Research Methods (4 th ed). Oxford: OUP. Bryman and Bell, E (2011) Business Research Methods (3 rd ed). Oxford: OUP. Chisnall, P. M. (2005) Marketing research (7 th ed). London: McGraw-Hill Education. Easterby-Smith, M., Thorpe, R., and Lowe, A. (2008) Management Research: an introduction (3 rd ed). London: SAGE. Hart, C. (2001) Doing a literature search: A comprehensive guide for the social sciences. London: SAGE. Jesson, J. K., Matheson, L. and Lacey, F. M. (2011) Doing your literature review: traditional and systematic techniques. London: SAGE. Rumsey, S. (2008) How to Find Information: A Guide for Researchers (2 nd ed). London: SAGE.	
Learning Resources	
Minerva Guest speakers from the rest of the Sociology and Business and Management teams, and from a local market research company.	

Level 6

Code	BM6001-40
Title	Research Project
Subject area	Business and Management
Pathway	All
Level	6
Credits	40 credits
Contact time	Research seminars plus 1-1 tutorial sessions
Pre-requisites	None
Acceptable for	All routes
Excluded combinations	None
Core/Optional	Core
Module Co-ordinator	Dr Diana Reader
Description & Aims	
This module provides you the opportunity to identify and select a research problem and investigate it independently. You will define a clear research question and identify the objectives of your research. You will then review and synthesise existing knowledge in a literature review. You will design the research method and collect the data. Your data will then be analysed and critically	

discussed in relation to your research question and objectives.	
Outline Syllabus & Teaching & Learning Methods	
You will be allocated a supervising tutor who, by means of 1-1 tutorial sessions with you, will supervise the research you undertake. You will also attend 'research skills' seminars held at key stages of your dissertation. You will keep a research log book to demonstrate your progress through this module.	
Intended Learning Outcomes	How assessed
Personal Development On successful completion of this module you will be able to: <ul style="list-style-type: none"> ▪ Demonstrate the qualities of a good researcher – independent, motivated, well organised with good intellectual and communication skills – with the ability to persevere. ▪ Write a final project report that presents an authoritative account of your research ▪ Plan and design a visual presentation of your research Knowledge On successful completion of this module you will be able to: <ul style="list-style-type: none"> ▪ Thoroughly understand your chosen area of investigation ▪ Appreciate the importance of having carefully planned your research design 	- log book & research meetings - Dissertation - Poster presentation - Dissertation - Research proposal
Assessment Scheme	Weighting %
<ul style="list-style-type: none"> ▪ Research meetings ▪ Research proposal (inc. preliminary lit review) – week 8 ▪ Dissertation – 10,000 words - week 24 ▪ Poster presentation – week 26 	5% 20% 60% 15%
Reading Lists/Key Texts & Websites	
<ul style="list-style-type: none"> ▪ Saunders, M. and Lewis, P. (2012) <i>Doing Research in Business and Management: an essential guide to planning your project</i>, FT Prentice Hall ▪ Collis, J. & Hussey, R. (2009) <i>Business Research: a practical guide for undergraduate and postgraduate students</i>, 3rd edition, Palgrave Macmillan ▪ Hart, C. (2009) <i>Doing a Literature Review</i>, Sage Publications 	
Learning Resources	
<ul style="list-style-type: none"> ▪ Minerva, Business Source Premier, Library 	

Code	BM6002-20
Title	Marketing for Managers
Subject area	Business and Management
Pathway	All routes that include Marketing as either a major or minor part of career aspirations
Level	Six
Credits	20 credits
Contact time	1.5 hours per week/3 hours per fortnight
Pre-requisites	None, but an understanding of marketing is required
Acceptable for	All routes
Core/Optional	Core for Marketing pathway
Module Co-ordinator	Dr Nasir Salari
Description & Aims	
This module covers three core areas of Marketing: The Fundamentals of Marketing Management, Marketing Management in Practice and Marketing Planning. Within these main areas there is a range of marketing related topics applied in different settings.	

<p>Examples of the areas include; Services Marketing (especially important for Tourism Management students): also covered retail marketing and related competitive issues; communication planning including Public relations. Students are invited to include other aspects of marketing as part of research activities.</p> <p>The planning responsibilities are covered both from a research and communication activities and drawing up Marketing Plan. The Marketing Plan will form part of the module assessment.</p> <p>The aims and purpose of this module link to the overall Business and Management Programme aims through progression to become a confident self direct learner and researcher.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Group classroom settings for two hour slots alternate weeks</p> <p>Plenary session for one hour per alternate weeks</p>	
Intended Learning Outcomes	How assessed*
<p>Personal Development:</p> <p>On successful completion of this module, you will be able to:</p> <ul style="list-style-type: none"> • Become a confident self directed learner • Apply effective marketing management skills to planning • Undertake secondary research to investigate a variety of case study settings in relation to marketing topics applying ICT. • Be a capable communicator in the marketing setting • Develop enthusiasm for personal research interests <p>Subject Knowledge:</p> <p>On successful completion of this module, you will:</p> <ul style="list-style-type: none"> • Identify and evaluate the role and practice of Marketing Managers in the business context • Identify and evaluate the significance of management knowledge within Marketing across a range of settings • Challenge the traditional models and concepts and their appropriateness in the developing Marketing function; both academically and practically 	<p>Presentation</p> <p>Report/Presentation</p> <p>Report/presentation</p> <p>Presentation</p> <p>Presentation</p> <p>Report/Presentation</p> <p>Report and Review</p> <p>Report and Review</p> <p>Report/Presentation /Review</p>
Assessment Scheme	Weighting %
<ul style="list-style-type: none"> • Marketing Plan WK 24 • Two hour Timed Reflective review Wk 26 • Individual/group pitch of the Marketing Plan WK15-21 	<p>50%</p> <p>30%</p> <p>20%</p>
Reading Lists/Key Texts & Websites	
<p>Baker M.J. and Hart S.(2008) Sixth Edition, <i>The Marketing Book</i>, Oxford, Butterworth Heinemann</p> <p>It is expected for students to use extensively Business Source Premier to research the areas relevant to their research and the range of topic areas</p> <p>www.cim.co.uk</p> <p>http://knowledge.insead.edu/video/index.cfm?vid=105</p> <p>http://www.marketingweek.co.uk</p> <p>http://themarketer.co.uk</p>	
Learning Resources	
<p>Electronic Database for online journals :Business Source Premier</p> <p>VLE: Minerva; Bath Spa University Library; Tutor and colleague students</p>	

Code	BM6003-20
Title	Management Accounting
Subject area	Business and Management
Pathway	All, Accounting
Level	6
Credits	20
Contact time	3 hours each fortnight
Pre-requisites	Financial Accounting
Acceptable for	All routes
Excluded combinations	None
Core/Optional	Core for Accounting pathway
Module Co-ordinator	Dr Zhiqi Wang
Description & Aims	
Work in business at management level will involve an individual making an input into the decision making process. Even working as a junior manager an individual is likely to be called on to provide information for management accounting purposes. As a result it is important that you understand what management accounting data is used for, and further to understand that the management accountant is concerned with both quantitative and qualitative data. As a key member of the senior management team the management accountant will need to understand the behavioural aspects of planning and control. He/she will need to interact with marketing managers, research and development managers, production managers and strategic managers and be able to provide the data needs of all of these to enable them to reach the right decisions	
Outline Syllabus & Teaching & Learning Methods	
The purpose of this module is to provide you as s business and management student with a critical understanding of the role of the management accountant in business organizations, and in particular the links that such an individual has with other functional managers such as the production, marketing, and human resource managers. These links will be made via the study of: traditional and activity based costing systems; activity based management; cost information for pricing; management accounting control and assessing performance over the value chain; motivation and control; the use of budgets to achieve objectives; capital budgeting; responsibility centres; the balanced scorecard; and environmental management accounting and environmental management systems. Teaching methods will include workshop sessions using computers to solve accounting problems, lectures, and discussion sessions within the workshop/seminar framework. Visiting speaker.	
Intended Learning Outcomes	How assessed
Personal development On successful completion of this module you completion of this module you will be able to: <ul style="list-style-type: none">• use skills of critical thinking, analysis, synthesis, and antithesis• examine the different perspectives within business organizations that add complexity to decision making• demonstrate confidence in interrogating financial information Knowledge On successful completion of this module you will: <ul style="list-style-type: none">• understand how to use costs as measures of economic activity to make informed judgements• be critically aware of the limitations of cost information• Understand how to evaluate the role of traditional costing systems and activity based costing systems in the planning & decision-making process• understand that the management accountant, as a key member of	

<p>the senior management team, creates value for organizations</p> <ul style="list-style-type: none"> • identify appropriate environmental issues implicit in the cost and production process and the management accountant's role in the design and implementation of environmental management systems • have developed a thorough and systematic understanding of appropriate research papers on the topics studied 	
Assessment Scheme	Weighting %
Report/briefing document based on problems raised in a written scenario.	50%
Three hour unseen Examination	50%
Reading Lists/Key Texts & Websites	
Atkinson, A., Kaplan, R. and Young, M. (2007) <i>Management Accounting</i> , Pearson Prentice Hall	
Young, S. (2007) <i>Readings in Management Accounting</i> , Prentice Hall Pearson	
Drury C. (2005) <i>Management Accounting for Business</i> , Thomson	
Learning Resources	
Minerva, computers, visiting speaker.	

Code	BM6004-20
Title	Strategic Human Resource Management – Theories and Practice
Subject area	Business & Management
Pathway	Human Resource Management
Level	6
Credits	20
Contact time	1.5 hours per week, 39 hours contact in total over 26 weeks 3 hour seminar bi-weekly
Pre-requisites	None, ideally L5 HRM
Acceptable for	All routes
Excluded combinations	None
Core/Optional	Core for HRM pathway
Module Co-ordinator	Polly Derbyshire
Description & Aims	
The module develops your knowledge of HRM from an academic perspective as well as considering how HRM can help organisations achieve their strategic objectives. You will also have the opportunity to complete a piece of work that will aid your employability within the field of HR or provide you with a useful basis for postgraduate study in this area.	
Outline Syllabus & Teaching & Learning Methods	
After a short refresher of the topic areas covered at Level 5, you'll work within seminar groups to gain an understanding of the purpose and of different strategic approaches to HRM. Students will then take on projects in groups which have been set by real organisations. You'll be developing your project management skills while you explore a topic area of current relevance within the field. As well as the project, you'll be complete a report which explores the academic perspectives of strategic HRM related one of the four main HRM topic areas; people resources, learning & development, reward or employee relations. It is hoped that this approach will enable you to contrast academic and practitioner approaches to the topic and as a result equip you for study and/or work in this area. Seminars will include visits by HR practitioners and project work.	
Intended Learning Outcomes	How assessed
Personal Development: On completion of this module, you will have developed your: <ol style="list-style-type: none"> 1. Critical thinking skills 	

2. Project management skills 3. Group work skills 4. Report writing skills 5. Problem solving and decision making skills 6. Business written and verbal communication skills	
Knowledge: On successful completion of this module, you will: <ol style="list-style-type: none"> 1. Add to your level 5 HRM knowledge and gain a deeper understanding of the strategic approaches to HRM. 2. Be able to evaluate and challenge both the positive and negative effects of HR management practices and be able to make judgements about their value and implications 3. Be able to demonstrate in depth knowledge of a current and relevant topic with the field of HRM 4. Be able to explain how your selected topic fits within HR strategy 5. Be able to contrast academic and practitioner approaches to this topic 	Report Report Report, Project report and group presentation Report, Project report and group presentation Project report and group presentation
Assessment Scheme	Weighting
A. Report B. Group Presentation and Project Report C. Reflective Report on Project	30% Week 13 50% Week 24 - 26 20% Week 24 - 26
Reading Lists/Key Texts & Websites	
A range of texts will be recommended and will include: <ul style="list-style-type: none"> • Bratton, J. & Gold, J. (2007) <i>Human Resource Management, 4th edition</i>, Palgrave MacMillan • Daniels, K., Davis, A. and Shipton, H. (2008) <i>Strategic HRM: Building research based practice</i>. Edited by the Aston Centre for Human Resources. CIPD, London. • Leopold, J., Harris, L. and Watson, T. (2005) <i>The Strategic Managing of Human Resources</i>, Harlow: Financial Times, Prentice Hall • Sisson, K., and Story, J., (2000) <i>Realities of Human Resource Management: Managing the Employment Relationship</i>, Buckingham, Open University Press 	
Learning Resources	
Minerva site, Business Source Premier, Library section, Chartered Institute of Personnel & Development, CIPD, www.cipd.co.uk	

Code	BM6005-20
Title	Enterprise: Creating your Business
Subject area	Business and Management
Pathway	All
Level	6
Credits	20
ECTS*	10
Contact time	39 hours
Acceptable for	All routes

Excluded combinations	None
Core/Optional	Optional
Module Co-ordinator	Gareth Stone
Description	
<p>The focus of this module is to enable you to produce a viable business proposition and to reflect on the challenges of running your own business. This module is designed to give you the opportunity to plan, develop and manage your own business idea. It takes you from your initial idea through to business concept and culminates in a presentation of your business plan. This module will develop your business skills and awareness of what is required when working for yourself. We encourage you to collaborate with other students to build on each others' strengths and to learn from shared experience and knowledge.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>This module will help you develop your working knowledge and capabilities to set up your own business. The syllabus covers business idea generation, understanding your market, operational implications, marketing and selling your business and the financial skills that will develop your understanding of how financial figures impact on your business. There are development and mentoring workshops to facilitate your progress. External speakers are integral to this module and will guide and inspire students to think entrepreneurially.</p>	
Intended Learning Outcomes	How assessed**
<p>Personal Development</p> <p>On the successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Apply research skills to seek business opportunities • Apply problem solving techniques • Apply creative thinking skills to develop a new idea • Apply IT skills to develop a website • Evaluate different learning styles and group dynamics across the group members • Conduct a professional presentation to an external panel <p>Knowledge:</p> <ul style="list-style-type: none"> • Read and apply current text on small business development/start ups • Research knowledge for the feasibility of a new business • Understand how the various elements of a business interconnect • Understand the friction between all elements of business functions • Develop and produce a Business plan starting with the idea to the presentation 	<p>1, 2 and 3</p> <p>1, 2 and 3</p> <p>1, 2 and 3</p> <p>2</p> <p>2</p> <p>3</p> <p>1, 2 and 3</p> <p>1, 2 and 3</p> <p>2 and 3</p> <p>2 and 3</p> <p>1, 2 and 3</p>
Assessment Scheme	Weighting %
<p>Formative: Initial business idea generation, business mentoring from both internal and external experts</p> <p>Summative:</p> <ol style="list-style-type: none"> 1. Individual Business Concept 2. Group/ Individual Business Plan 	<p>30%</p> <p>40%</p> <p>30%</p>

3. Group/ Individual Presentation	
Reading Lists/Key Texts & Websites	
<ul style="list-style-type: none"> Barringer, B & Ireland, D. (2012). <i>Entrepreneurship: Successfully Launching a New Venture</i>. Pearson. Burns, P. (2011). <i>Entrepreneurship & Small Business</i>. London: Palgrave. Rae, D. (2007). <i>Entrepreneurship: From Opportunity to Action</i>. Basingstoke: Palgrave. 	
Learning Resources	
Minerva VLE, Bath Spa University library, module leader and business and management team, external business visitors.	

Code	BM6007-20	
Title	Business Strategy	
Subject area	Business and Management	
Pathway	All	
Level	6	
Credits	20	
Contact time	One hour lecture (or occasional guest speaker) session one week followed by a two hour seminar session the next week.	
Pre-requisites	None	
Acceptable for	All routes	
Excluded combinations	None	
Core/Optional	Optional	
Module Co-ordinators	David Joseph	
Description & Aims		
<p>This module explores the ways in which businesses attempt to make realistic and viable plans for the future. In particular, it contrasts more orthodox and conventional thinking about strategy with critical and heterodox approaches. You will therefore be expected to develop a sound understanding of the main models of strategy making formulated by both practitioners and researchers, to evaluate them critically and to develop alternative and less conventional ways of thinking about strategy.</p> <p>There is an emphasis in this module on developing your analytical and evaluative skills through expecting you to assess whether different models provide insights into the operations of real businesses and to debate with your colleagues whether different theories are more cogent and useful.</p> <p>The aim of this module is to provide you with some of the knowledge and skills you need in order to have an effective involvement in the strategy making of your future employers.</p>		
Outline Syllabus & Teaching & Learning Methods		
<p>The module will have two main sections covering two broad approaches to strategy making - The fortnightly lecture slot will consist of a mixture of theoretical input and the views of practitioners. You will be expected to clarify, question and challenge the material presented through question/answer sessions or discussion of set questions.</p> <p>The fortnightly seminars will include short contributions from tutors, student-led discussions and the examination of texts and case studies. A particular focus will be on developing you as an independent learner.</p>		
Intended Learning Outcomes		How assessed
Personal Development On successful completion of this module, you will be able to: <ul style="list-style-type: none">Demonstrate enhanced understanding of the strategic process		Summative Individual and Group Assessments

<ul style="list-style-type: none"> Build on your skills as a self directed learner <p>Knowledge:</p> <p>On successful completion of this module, you will:</p> <ul style="list-style-type: none"> Be able to evaluate - from both an academic and a practical perspective - a number of key models and concepts relating to topics covered in the module. Know how to use a range of techniques covered in the module. 	<p>Formative</p> <p>Class contribution, Self assessment, Quizzes, Feedback from other students etc.</p>
Assessment Scheme	Weighting %
<ul style="list-style-type: none"> Individual Essay: A 2,000 word essay based around issues covered on the module 	<p>40% Due Week 24</p>
<ul style="list-style-type: none"> Group: Presentation on one of the themes covered during the module. For example, it could be one of the models or theories that we have discussed in this module, or a detailed analysis and discussion of a case study. 	<p>25% Due Week 18</p>
<ul style="list-style-type: none"> Time limited assignment: based upon a case study. 	<p>35% Due in Exam Week after Week 26</p>
Reading Lists/Key Texts & Websites	
<p>Johnson, G., Scholes, K. and Whittington, R. (2008) Exploring Corporate Strategy Mintzberg, H. (1994) The Rise and Fall of Strategic Planning Mintzberg, H. (2003) The Strategy Process: Concepts, Contexts, Cases http://www.mintzberg.org/index.html Pascale, R. (1990) Managing on the Edge Porter, M. E. (1980) Competitive Strategy: Techniques for Analyzing Industries and Competitors Stacey, R.D. (2007) Strategic Management and Organisational Dynamics</p>	
Learning Resources	
<ul style="list-style-type: none"> Tutors and fellow students University Library Minerva 	

Code	BM6008-20
Title	Managing Sustainability
Subject area	Business and Management
Pathway	All
Level	6
Credits	20
Contact time	3 hours per fortnight
Pre-requisites	None
Acceptable for	All routes
Excluded combinations	None
Core/Optional	Optional
Module Co-ordinator	Dr Georgie Gough
Description & Aims	
<p>You will develop and extend the debate concerning the relationship between business and issues such as: climate change; the environment; humankind's relationship to nature; and the challenge of sustainability in capitalist economies that privilege economic growth.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>Extensive background reading will provide a basis for discussion and debate in class, informed by</p>	

<p>visiting speakers, the views of the module tutors, and you as a student. We will draw upon a number of perspectives that will include the economic, political, scientific, and socio-technological. We will trace development of an ethnocentric view of the natural environment through history, and show how western society has developed technologies that enable it to shape nature to meet its requirements, and the consequences deriving from that. We will then examine future directions with the possible development of new paradigms, and the implications of these for organisations and managers. We will recognize the tensions between differing perspectives and interrogate them using three themes: The Natural and the Social; Continuity and Change; and Growth and Sustainability.</p>	
Intended Learning Outcomes	How assessed
<p>On successful completion of this module,</p> <p>Personal development</p> <p>On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • challenge existing ideas and practices • to suggest different ways forward • develop more fully as a independent learner • be a more effective researcher • be more confident in debate and discussion <p>Knowledge</p> <p>On successful completion of this module you will:</p> <ul style="list-style-type: none"> • know how to evaluate critically the manner in which economics, politics, society and technology shaped our understanding of the present • understand how to interpret and evaluate new perspectives in economics, politics, society and technology • understand, explain, and make informed judgements about the contested concept sustainability 	<p>Formative: class discussion based on film, and documents pertinent to current debates in the discipline.</p> <p>Reflective log arising from readings and discussions.</p> <p>A briefing document/report in response to issues raised in a written scenario</p>
Assessment Scheme	Weighting %
Formative assessments	
Reflective log arising from readings and discussions (2000 words)	40%
A briefing document/report in response to issues raised in a written scenario. (3000 words)	60%
Reading Lists/Key Texts & Websites	
<p>A wide range of book extracts and journal articles will be recommended and, where possible, made available on Minerva</p> <p>Two books will be used for background work:</p> <p>McNeill J (2001) Something new under the sun Penguin Books</p> <p>Capra F (1996) The Web of Life Harper Collins, London</p>	
Learning Resources	
<p>Minerva</p> <p>Visiting speakers</p> <p>Visit – to be arranged</p>	

Code	BM6009-20
Title	New Trends in Management
Subject area	Business and Management
Pathway	All
Level	6
Credits	20
Contact time	Two hours per fortnight and one hour each alternate fortnight
Pre-requisites	None

Acceptable for	All routes
Excluded combinations	None
Core/Optional	Optional
Module Co-ordinators	David Joseph
Description & Aims	
<p>This module will explore the most significant current transformations in the economy and how businesses and institutions have responded creatively to them. The current economic environment is far more turbulent and chaotic than in the past, whilst the rise of the network society presents further challenges for businesses. Some businesses have adopted novel and innovative practices in order to be able to operate successfully and profitably in this new environment. These practices include the use of emergent strategies, non-hierarchical and loosely coupled structures, co-production with consumers and virtual organisation. The module will investigate all of these developments and will also take a critical attitude towards them in order to separate the hype from the reality.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>The module will have three main sections: (i) current transformations in the economy; (ii) the practices adopted by businesses to respond creatively to the challenges; and (iii) a critical evaluation of these practices. The module will, however, reflect major shifts that might be occurring in the environment and its particular themes will therefore change from year to year. The teaching sessions will be workshops that will include short contributions from tutors, student-led discussions and the examination of texts and case studies. The intention is to help you to develop as independent learners with tutors facilitating and supporting your learning.</p>	
Intended Learning Outcomes	How assessed
<p>Personal Development: On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Employ creatively some of the models and practices explored in the module in the work environment • Be independent learners and to participate actively in the co-production of their own learning <p>Knowledge: On successful completion of this module you will:</p> <ul style="list-style-type: none"> • Understand and be able to evaluate the significance of major transformations in the economy <p>Have a critical understanding of the innovative practices adopted by some businesses to respond to these changes</p>	<p>Session coordination</p> <p>Session coordination</p> <p>Wiki contribution</p> <p>Wiki contribution</p>
Assessment Scheme	Weighting %
<p>Formative: Learning contract (wk.2); Class exercises (wks. 2-20)</p> <p>Summative</p> <ul style="list-style-type: none"> • A single contribution to the module's wiki – 3,000 words • Contributions to other wiki entries – 2,000 words • Session coordination – 1 hour 	<p>60%</p> <p>20%</p> <p>20%</p>
Reading Lists/Key Texts & Websites	
<p>Beckstrom, O & Brafman, R (2008) <u>The Starfish and The Spider</u></p> <p>Kane, P (2004) <u>The Play Ethic</u></p> <p>Leadbeater, C (2008) <u>We-Think: The Power of Mass Creativity</u></p> <p>Tapscott, D & Williams, A (2006) <u>Wikinomics</u></p>	
Learning Resources	
<ul style="list-style-type: none"> • Tutors and fellow students • University Library • Minerva • Internet 	

Code	BM6010 -20
Title	Year in Business (10 month) / Work Placement (10 week)
Subject area	Business and Management
Pathway	All
Level	6
Credits	20 points
Contact time	Tutorials/pre and post placement and tutorials on request
Pre-requisites	Core L5 Business Toolkit
Acceptable for	All routes
Excluded combinations	None
Core/Optional	Optional
Module Co-ordinator	Mark Coombs
Description & Aims	
Evidence shows that structured work experience is seen by both students and employers as a key determinant in gaining graduate level employment on graduation. This module provides you with the opportunity to showcase the value of your experience gained either through a minimum of a 10 week placement (to be completed in the summer period between Level 5 & 6) or minimum of a 10 month placement if you are taking the 4 year Business & Management degree.	
Outline Syllabus & Teaching & Learning Methods	
In preparation for the actual placement, you will have taken Core L5 Business Toolkit which includes a series of lectures/supporting tutorials to assist you in the preparation of CVs, development of interview skills, obtaining a placement, developing a personal development plan as well as the other specified learning outcomes of that module. Once you have secured a placement, you will attend a series of seminars to help prepare you for your placement and the assessment requirements of this module. Your learning contract will be agreed during this time. At this point, you will decide with your tutor where to complete a placement report or project report as set by your employer. While on placement, you will be supported by a placement supervisor in work and your university tutor.	
Intended Learning Outcomes	How assessed
Personal Development On successful completion of this module you will be able to:	
1. Demonstrate the development of skills to apply for, obtain and successfully complete a work placement	1
2. Reflect and provide evidence of personal growth and development through the acquisition of various transferable skills and abilities gained through successful completion of your placement	1,2,3
3. Communicate the value of these transferable skills and abilities	2,3
4. Acquire skills to add value to our final year studies	2,3
Knowledge On successful completion of this module you will be able to:	
1. To relate and apply Programme based skills and theories to a work based environment	2,3

2. Acquire knowledge to add value to your final year studies	2,3
3. Develop an understanding of the organisation in which you are placed	2,3
Assessment Scheme	Weighting %
▪ Learning contract and acknowledgement of successful completion of placement – equivalent 1,000 words	20%
▪ Showcase presentation to Level 5 students – equivalent 1,500 words	30%
▪ Placement Report (either write up of a project or reflective account of experience) – 2,500 words	50%
Reading Lists/Key Texts & Websites	
<ul style="list-style-type: none"> ▪ Herbert, I., Rothwell, A., (2004), <i>Managing Your Placement: A Skills-Based Approach</i>, Hampshire, Palgrave MacMillan ▪ National Council for Work experience, http://www.work-experience.org/ncwe.rd/index.jsp ▪ Grad South West – http://www.gradsouthwest.com ▪ Tool Kits for Success - http://www.disabilitytoolkits.ac.uk/students/before.asp 	
Learning Resources	
<ul style="list-style-type: none"> ▪ Business and Management team ▪ Minerva 	

Code	BM6016-20
Title	Tourism: Contemporary Issues
Subject area	Business and Management
Pathway	All/Tourism Management
Level	6
Credits	20
ECTS	10
Contact time	39 hours
Acceptable for	All programmes
Excluded combinations	None
Core/Optional	Core for Tourism Management pathway
Module Leader	Darren Hoad
Description and Aims	
<p>This module explores the ways in which meanings, forms and management of tourism are being transformed in post-industrial societies. Students investigate current social, economic and environmental conditions, and the impact these conditions have on shaping the contemporary tourism industry and its markets. Contemporary manifestations of heritage, culture, sustainability and ethics within tourism are analysed, alongside discussions of the implications of climate change and the growth in ICT for tourism practice. Particular reference is made to the emergence of niche forms of tourism. The observed and potential influences of the emergence of the Chinese market and China as a destination are also explored. The module's themes are considered with reference to tourism within Bath, the SW of England region, the UK and the globe. Consideration of the visitor experience runs throughout the module.</p> <p>The module aims to develop students' understanding of the nature of the contemporary tourism industry and of the external social, environmental and economic context it operates within. It also aims to equip students with skills necessary to be able to undertake graduate level employment within the tourism industry.</p>	
Outline Syllabus and Teaching and Learning Methods	

<p>Syllabus content includes: Identification of major contemporary social, economic and environmental conditions, discussion of the contemporary tourism industry, the relationship between popular culture and tourism, niche tourism development (including dark tourism, wine tourism, festival tourism, music tourism, ecotourism, sports tourism and events tourism), sustainability and tourism, links between culture, heritage and tourism, the visitor experience, tourism business management. The module addresses the influence which the internet has had on tourism behaviour (both by tourists and of tourism providers) and in contemporary tourism. Learning is based on interactive lectures and seminars and on student engagement with material outside of class. Students will be active participants in in-class discussions and be expected to identify and process material between sessions, enabling them to contribute to seminar activities. Online communications tools are used to facilitate group learning away from the classroom.</p>	
Intended Learning Outcomes	How assessed*
<p>On successful completion of this module, you will:</p> <ol style="list-style-type: none"> 1) Understand and appraise contemporary conceptualisations of social change as they relate to tourism, drawing on key writers in these areas; 2) Utilise relevant theoretical perspectives in analysing demand for new tourist experiences; 3) Demonstrate detailed knowledge and understanding of a range of emerging tourism forms; and 4) Demonstrate competency in accessing, utilising and evaluating tourism material on the World Wide Web. 	<p>a) b) c)</p> <p>a) b) c)</p> <p>a) b) c)</p> <p>a) b)</p>
Assessment Scheme	Weighting %
<p><i>Formative assessment:</i></p> <p>a) In-class presentations, seminar discussions and debate, report proposal</p> <p><i>Summative assessment:</i></p> <p>b) Investigative report based on industry needs</p> <p>Group report (3,000 words)</p> <p>Individual reflection (1,000 words)</p> <p>c) Two-hour Examination</p>	<p>40%</p> <p>20%</p> <p>40%</p>
Reading Lists/Key Texts and Websites	
<p>Novelli, M. (2005) <i>Niche tourism: contemporary issues, trends and cases</i>. Elsevier, Oxford.</p> <p>Mowforth, M. and Munt, I. (2009) <i>Tourism and sustainability : Development, globalisation and new tourism in the Third World</i>. Routledge, London.</p> <p>Page, S.J. (2009) <i>Tourism Management: An introduction</i>, 3rd ed., Taylor Francis,</p> <p>Reading lists are provided for each session.</p>	
Learning Resources	
<p>Module and Student Handbooks; Dedicated website on Minerva (VLE); Online communication tools; Field trip; Guest speakers; IT equipment; Library collection and electronic databases.</p>	

Code	BM6020-20
Title	Cross Cultural Management in International Business
Subject area	Business & Management
Pathway	All
Level	6
Credits	20
ECTS*	
Contact time	39 hours
Acceptable for	All
Excluded	None

combinations	
Core/Optional	Compulsory/Optional
Module Co-ordinator	Nilashis Ghosh
Description	
<p>Management practices and processes frequently differ across national and regional boundaries. What may be acceptable managerial behaviour in one culture may be counterproductive or even unacceptable in another. As managers increasingly find themselves working across cultures, the need to understand these differences has become increasingly important. The purpose of this module is to expose students to examine why these differences exist and how global managers can develop strategies and tactics to deal with them. This course also develops students' ability to apply their knowledge and understanding to complex management and business problems in order to improve business and management practice in a global context.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>The course will commence with the introduction to global realities and management challenges, developing global management skills and will progress to culture, values and worldviews. It will include organisational culture and culture change. It will also include communication across cultures in the context of international business. This module will also cover management patterns across cultures, organising frameworks and an introduction to diversity management.</p> <p>The module will include a mix of tutor input, lectures, case studies, group work and discussions. The style will be interactive but there will be an emphasis on the application of key skills, namely the ability to acquire multicultural competences that will be highly valued by their future employers. Where appropriate additional selected readings designed to support learning and understanding will be presented as the module develops.</p>	
Intended Learning Outcomes	How assessed**
<p>Knowledge Development</p> <p>By the end of this module you will be able to:</p> <ul style="list-style-type: none"> Understand and critically analyse how management practices and processes differ around the world. Explain, critically analyse and evaluate the challenges faced by global managers and the necessity to reshape their managerial roles and skills. Understand, explain and critically analyse the Global realities and complexities and also Cross – cultural communication strategies. Understand, explain, critically analyse and evaluate Organisational Culture and Organisational Change. Understand the concept of Diversity management. <p>Personal Development Skills</p> <p>On completion of this module you will be able to have the following skills:</p> <ul style="list-style-type: none"> Strategically evaluate and implement subject knowledge in business practice in an international context. Recognise the cultural differences and communicate flexibly with people from various cultural backgrounds 	<p>Essay</p> <p>Essay</p> <p>Project</p> <p>Project</p> <p>Project</p> <p>Essay</p> <p>Project</p>

Formative: Class based work exercises which may include one or some of the following: case study analysis with focus on diverse cultures; or individual/group presentation preparation	0%
Summative: Group Presentation	40%
Essay (3000 words)	60%
Reading Lists/Key Texts & Websites	
<ul style="list-style-type: none"> • Richard M. Steers, Luciara Nardon, Carlos J. Sanchez-Runde.(2013), <i>Management Across Cultures – Developing Global Competences, Second Edition</i>, Cambridge • Richard M. Steers, Luciara Nardon, Carlos J. Sanchez-Runde.(2010), <i>Management Across Cultures – Challenges and Strategies</i>, Cambridge • Jean helms Mills, Kelly Dye, Albert J. Mills (2009), <i>Understanding Organisational Change</i>, Routledge • Athena Xenikou, Adrian Furnham.(2013), <i>Group Dynamics and Organisational Culture</i>, Palgrave MacMillan • Maureen Guirdham.(2003), <i>Culture + Business in Asia</i>, Palgrave MacMillan 	
Learning Resources	
<p>Minerva, online resources Business Source Premier Academic Journals (accessed through on BSP) Library at Newton Park Campus Newspapers particularly Financial Times Business and Management team International business guest speakers</p>	

HYPERLINKS TO APPROPRIATE REGULATIONS, POLICIES AND GUIDANCE

- [Undergraduate Modular Scheme regulations](#)
- [Undergraduate Specialised regulations](#)
- [Taught Postgraduate regulations](#)
- [Anonymous marking policy](#)
- [Plagiarism/unfair practice policy](#)
- [Referencing guidance](#)