

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	None
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHE/CertHE	BA Hons/BA Ordinary/DipHE/CertHE in Business Management
Award title	Business Management
JACS 2 code	N100
UCAS code (to be completed by admissions)	N100
Relevant QAA subject benchmark statement/s	Business Degrees General Business and Management Degrees
Other external and internal reference points used to inform the programme outcomes	3 Sector Skills Councils (SSC) – Skillsmart Retail, Financial Services National Occupational Standards (NOS) for Leadership and Management Chartered Management Institute (CMI) Chartered Institute of Marketing (CIM) Note: It is anticipated that students who are particularly interested in marketing or accounting will follow the specialist degree routes in these subject areas and the modules have been designed to reflect the requirements of the Chartered Institute of Marketing (CIM) and the Chartered Institute of Management Accountants (CIMA) to facilitate progression to the professional body qualifications.
Mode/s of study (p/t, f/t, distance learning)	Full Time and Part-Time

Language of study	English
Date at which the programme specification was written or revised	Updated September 2012
Criteria for admission to the programme	
<p>The entry requirements for the programme remain in accordance with Glyndŵr University's access policy which affords a wide range of options whilst seeking to ensure that any student accepted on a programme is able to benefit from, and contribute to, the learning activities it provides.</p> <p>Eligibility of entry to the programmes is based on a variety of qualifications, but many students enter with points gained from the new qualification tariff.</p> <p>Level 4 entry The minimum entry requirements for Level 4 are:</p> <p>GCSE passes at Grade C in English or Welsh and Mathematics, or key skills in communication and numeracy at level 2; In addition one of the following is normally required: A minimum of 240 points from 2 A levels or equivalent; Equivalent qualifications from an overseas country; Access to Higher Education;</p> <p>or appropriate work experience for mature applicants, who will be interviewed.</p> <p>In addition to the academic entry requirements, overseas students require a TOEFL score of 550 (paper), or an IELTS score of 6.0 (with no sub-part less than 5.5): this should have been achieved within the two years prior to application. Good English is essential for success on the programme.</p> <p>Level 5 and Level 6 entry</p> <p>Students may enter the programme at various levels with Accredited Prior Learning (APL) or Accredited Prior Experiential learning (APEL). There are a number of EU students who join the full time programme with APL of 180 credits in order to study an ordinary degree in business management in one year. Some EU and international students join at level 6 with APL of 240 credits, and Foundation Degree students progress to level 6, also with APL of 240 credits. On the part time programme HNC students can progress onto the Business Foundation Degree or Degree Programmes.</p> <p>This proposal includes entry to the degree programme with Advanced Standing of:</p> <p style="padding-left: 40px;">150 credits for students who have successfully completed the HNC Business Management Programme at Glyndŵr University. 240 credits for students who have successfully completed the FdA Business Programme at Glyndŵr University.</p>	

Aims of the programme

This course aims to:

provide students with the knowledge and understanding of business in the key functional areas of organisations, external environment and management;

provide students with the knowledge of the concepts and principles of the main functional areas of business;

develop a knowledge and understanding of business principles and practices and the ability to apply these to the solution of work-based problems;

provide a flexible programme of study which can be studied full time or part time with a number of entry and exit points as well as opportunities for progression;

prepare students with the skills and competencies necessary for a successful career in business management;

Distinctive features of the programme

The programme has been developed in accordance with the QAA Benchmark standard for General Business & Management degrees. The programme team has planned the curriculum to align with the Benchmarks for knowledge and understanding within the framework of the three main areas of Organisations, External Environment and Management. In order to ensure that the suite of modules considered is fit for purpose, professional body requirements have also been considered in the development of the modular structure.

The programme is also designed to develop a range of cognitive and intellectual skills together with techniques specific to business and management. In addition, students will be encouraged to develop relevant personal and interpersonal skills.

This suite of degree titles has been designed to align with the Framework for Higher Education Qualifications (FHEQ) with the modules at levels 4, 5 and 6 in accordance with the QAA descriptors for the qualifications Certificate of Higher Education, Foundation Degree and Bachelor's Degree with Honours.

The course content of the degree programme is closely linked to QAA benchmark requirements but specialist routes focus on the stipulations of professional organisations. The Department recognises the need to be able to provide a programme which is current and relevant with an up to date curriculum. The delivery of different awards with full time and part time delivery utilises a common core of modules to facilitate a resource efficient module. The model aims to cater for students with different needs and extends the scope of study options from the current programme.

The business undergraduate programmes utilise a broad selection of modules to achieve a number of outcomes which lead to different named awards. The title of a particular award is dependent upon the combination of modules chosen. The choice of degree title can be made at the end of the first year of study.

The programme structure has been designed to reflect the university model and

incorporates all 20 credits modules, where each module is delivered in one semester. This will mean that students will be studying fewer subjects at any one time which should reduce the demands on the assessment calendar.

The curriculum in the first year has been redesigned to encourage group work activities and ensure that the elements of business are brought together within projects as a cohesive package, rather than be viewed as separate modules.

Retention is a priority for the first year and although students leave for many reasons, it is important that students make friends to develop a place within a cohort identity. Group work activities help to develop these friendships and students will be encouraged to support each other in the learning process.

The change in delivery to 20 credit modules during one semester also provides an opportunity for students to undertake credited study abroad or engage in work based projects during semester 2 of level 5. This arrangement will also facilitate entry of EU students for study for one semester, which is not possible in the current programme.

The 'university wide' research methods module which is scheduled for semester 2 of level 5 will not be suitable for this business programme as it will limit the mobility of students studying abroad or undertaking work-based projects at this time. Elements of research methodology are routinely delivered within other modules throughout the programme, and the team consider that research methods delivery for the level 6 project better serves the students' needs embedded within the project.

The Department maintains links with local businesses and professional bodies (Chartered Institute of Personal and Development, Chartered Institute of Marketing, Chartered Management Institute and Chartered Institute of Management Accountants) through the activities of individuals. Such links provide relevant up-to-date sources of information, which are utilised within the curriculum and inform decision making about marketing and recruitment.

Staff within the Department also engage with the university validation and review process through membership of panels as assessors and chairs, preparing documentation and leading workshops. Links with peer organisations are maintained by staff engagement in external examiner roles, associate assessor roles or through involvement in validation and review activity, both within the UK and abroad. Hence, the team can be assured that the content of this suite of programmes is comparable to provision elsewhere in the sector.

This proposal also plans to include the Chartered Management Institute (CMI) level 5 diploma within the programme. It is envisaged that this will be particularly attractive for students on the part time business management degree who are normally engaged in full time employment within business jobs. It is planned that this additional qualification could be followed by a level 7 CMI diploma within the MBA programme and progressed further with Chartered Manager status as the students develop their career in business and management.

Programme structures and requirements, levels, modules, credits and awards

Full time Programme

Year 1 (Level 4)

Sem 1	Business Context (20c)	Academic and Personal Development (20c)	Marketing Principles and Business Practice (20c)
Sem 2	Managing Financial and Statistical Data (20c)	People Management and Organisational Behaviour (20c)	Elective (20c)

Year 2 (Level 5)

Sem 1	Marketing Planning and Management Control (20c)	Human Resource Management (20c)	Managing Finance and Information (20c)
Sem 2	Options, or credited study abroad, or Extended Work based Project (40c)		Elective (day or evening), or credited study abroad (20c)

Year 3 (Level 6)

Sem 1	Project (40c) including Research Methods	Option (20c)	Strategic and Operations Management (20c)
Sem 2		Option (20c)	Elective (20c)

BA (Ordinary) Business Management (with APL of 180c eg. EU students)

A number of students are recruited to the Business Programme following their successful completion of two years study on a comparable level of undergraduate programme within Europe. The Ordinary Degree in Business Management is a popular option for EU students as it can be completed in one year of study, and includes a combination of level 5 and level 6 modules. The Ordinary degree is also available as an exit award for students who are unable to achieve the honours level of study at level 6.

Year 3 Ordinary (Level 5 /6)

Sem 1 (Lev 5)	Marketing Planning and Management Control (20c)	Human Resource Management (20c)	Managing Finance and Information (20c)
Sem 2 (Lev 6)	Strategic and Operations Management (20c)	Option (20c)	Option or Elective (20c)

Part time Programme

BA Business Management (with APL of 120c)

The part time delivery of the BA Business Management programme commences at level 5, whereby students enter the programme with APL of a minimum of 120 credits. This is a natural progression route for students who successfully complete the HNC Business Management programme at Glyndŵr University.

Year 1 and Year 2

Completion of HNC Business Management or 120 credits or equivalent

Year 3 (level 5)

Sem 1	Marketing Management and Control (20c)	Planning and Control (20c)	Human Resource Management (20c)
Sem 2	Managing Information (20c)	Finance and	Option level 5 (20c)
Summer	Work based Project (20 c) – alternatively can be studied in Year 2 (summer) or year 3 (semester 2) for Honours students or option		

Year 4 (level 5 & 6)

Sem 1	Option level 6 (20c)	Option level 6 (20c)
Sem 2	Strategic and Operations Management (20c)	Option level 5 (20c)

Should a student be unable or not wish to continue with their studies after Year 4, they could be awarded Ordinary Degree on successful completion of the above modules.

Year 5 (level 6)

Sem 1	Project including Research Methods(40c)	Alternative position for work based project for honours students
Sem 2		Option level 6 (20c)

Successful completion of the above modules (ie, 120 Level four, 120 Level five and 120 Level six credits) will result in the award of Honours Degree

Intended learning outcomes of the programme

A Knowledge and Understanding

		Level 4 Cert. HE	Level 5 Dip. HE	Level 6 Ordinary	Level 6 Honours
A1	Organisations	An understanding of the internal aspects, functions and processes of organisations.	An appreciation of the internal aspects, functions and processes of organisations.	A critical appreciation of the internal aspects, functions and processes of organisations, together with their influence on the external environment	A systematic appreciation of the internal aspects, functions and processes of organisations, together with their influence on the external environment.
A2	Environment	An understanding of the external environment and its effects at local, national and international level on organisations.	A critical appreciation of the external environment and its effects at local, national and international level on organisations.	A critical evaluation of the external environment and its effects at local, national and international level on organisations with their effects on the operations and strategy of the organisation.	A critical evaluation of the external environment and its effects at local, national and international level on organisations with their effects on the operations and strategy of the organisation.
		Level 4 Cert. HE	Level 5 Dip. HE	Level 6 Ordinary	Level 6 Honours
A3	Management	An awareness of the processes, procedures and practices for effective management within organisations	A critical awareness of the processes, procedures and practices for effective management within organisations	A critical awareness of the processes, procedures and practices for effective management; with rational analysis and decision making within the organisation.	A critical analysis of the processes, procedures and practices for effective management; with rational analysis and decision making within the organisation.

B Intellectual Skills					
		Level 4 Cert. HE	Level 5 Dip. HE	Level 6 Ordinary	Level 6 Honours
B1	Application	Carries out rote application of basic business principles and practices to standard, simple situations, with considerable guidance provided by Tutors.	Applies standard business principles and practices to somewhat more demanding situations, still with some guidance provided.	Demonstrates ability to select and use principles and practices appropriate to the situation or problem, with minimal guidance provided.	Carries out confident and accurate selection and application of principles and practices to the solution of a range of business situations and problems, working autonomously.
B2	Analysis	Based on classifications presented by tutors, demonstrates some ability to analyse case study examples with the help of detailed guidance from tutors.	Demonstrates increasing ability to apply theoretical concepts and analyse relatively simple situations, still with some guidance provided.	Recognises familiar ideas or principles in new contexts or situations; analyses systematically and effectively with minimal guidance.	Identifies and classifies principles and ideas in new contexts and situations; analyses systematically, effectively and critically, working autonomously.
B3	Synthesis	Systematically relates a limited number of facts/ideas/elements in an imitative manner, with considerable guidance provided by tutors.	Demonstrates appreciation of need for the relating and collecting of a range of ideas in an argued case; produces new ideas in closely-defined situations, with some guidance provided as appropriate.	Shows basic ability to relate and collect facts/ideas/elements in an argued case; produces new ideas in a wider range of situations, with minimal guidance.	Brings together facts/ideas/elements in support of a well-structured argument; design solutions to management problems and evolve new concepts, working autonomously.
B4	Evaluation	Starts to form own value judgements of business problems. based on criteria provided, albeit very reliant on tutors' evaluative opinions.	Starts to develop own criteria and develops ability to form independent judgements, although still dependent on guidance from tutors.	Identifies a range of valid alternative solutions; begins to discriminate and evaluate in a reasoned, systematic and increasingly independent way.	Integrates theory with good business practice; autonomously evaluates theory, process and solutions related to business problems; evaluates outcomes critically and effectively.

C Subject Skills					
		Level 4 Cert. HE	Level 5 Dip. HE	Level 6 Ordinary	Level 6 Honours
C1	Customers and markets	Awareness of the basic principles and practices of marketing, appreciating the strengths, weaknesses and the skills needed to use them effectively.	Ability to plan and control a marketing plan within a business, ensuring effective and efficient management of the operation.	Strategic awareness of the importance of marketing for successful business operations.	Strategic awareness of the importance of marketing for successful business operations.
C2	Finance	Demonstrates an understanding of how to process data and how finance is managed within an organisation.	Understands and applies various management accounting techniques in a decision making context	Evaluate the role of financial management within the organisation	Critically evaluate the role of financial management within the organisation
C3	People and operations	Appreciates the skills, processes and functions of management.	Understands and critically reviews the function and activities of management and human resource management within an organisation.	Understand and evaluate how operations management can contribute to the overall success of an organisation.	Understand and evaluate how operations management can contribute to the overall success of an organisation.
C4	ICT and information systems	Demonstrates skills in IT (Word processing, spreadsheets, powerpoint and web page creation)	Further develop IT skills and understand the nature of business information systems, including use of databases, legal aspects and the impact of e-business	Use effectively additional analytical software suitable for the chosen specialist subject area.	Use effectively additional analytical software suitable for the chosen specialist subject area. Produce a Research Project report demonstrating a range of analytical skills using computer software.
C5	Business Policy and strategy	Understands the need for business policy within an organisation	Appreciates the challenges managers face within organisations	Possesses an understanding of the conceptual frameworks which enable strategic approaches to be applied to business	Possess a critical understanding of the conceptual frameworks which enable strategic approaches to be applied to business problems.

				problems.	
C6	Pervasive Issues	Appreciates the impact of external factors on business with reference to the elements of the PESTLE model	Understand and appreciates business creativity and enterprise within an organisation.	Understand knowledge management and risk management within real business practice.	Understand knowledge management and risk management within real business practice.
D Practical, Professional and Employability Skills					
		Level 4 Cert. HE	Level 5 Dip. HE	Level 6 Ordinary	Level 6 Honours
D1	Communication and Presentation Skills	Communicates in a clear and concise way, in writing and orally, in particular written communication demonstrates competence in business writing.	Communicates in a clear, systematic and concise way, in writing and orally, in more formal academic and professional styles, and in longer pieces of business writing.	Engages effectively in a variety of roles; debates; produces clear, structured business reports and other extended pieces of work in a variety of contexts.	Engages effectively in independent roles; debates in a professional manner; produces detailed critiques and coherent business and project reports.
D2	Numeracy	Demonstrates basic numeracy and algebraic competence; ability to manipulate data related to simple business problems	Demonstrates more advanced standard numerical/ mathematical skills as appropriate to their chosen specialist subject.	Applies a range of more specialist numerical/ mathematical skills as appropriate to their specialist subject.	Confidently applies a range of specialist numerical/ mathematical skills as appropriate to the specialist subject area.
D3	IT Skills	Demonstrates basic use of the elements of Microsoft office; Word, Excel and PowerPoint. Demonstrates basic skill in using the Internet and designing web pages. Accesses data and	Demonstrates more advanced IT skills; Demonstrates competent use and application of business databases, additional specialist subject packages and produce reports to business standard.	Demonstrates, uses and accesses a limited selection of more specialist IT skills related to subject specific software. Conducts effective searches for information using a range of online	Uses and accesses a limited selection of more specialist IT skills related to subject specific software for analysing business data. Conducts effective searches for information using a range of online resources.

		information from University and World-Wide-Web resources.	Use of online databases effectively to gain information.	resources.	
D4	Learning Skills	Studies in a systematic, directed way with the aid of appropriate tutor guidance.	Learns in an increasingly effective and purposeful way, with beginnings of development as an autonomous learner.	Adopts a broad-ranging and flexible approach to study; identifies learning needs; pursues activities designed to meet these needs in increasingly autonomous ways.	With minimal guidance, manages own learning using a wide range of resources appropriate to the business profession; seeks and makes effective use of feedback.
D5	Interactive and Group Skills	Interacts effectively with tutors and fellow students; participates in clearly defined group situations.	Demonstrates more advanced interactive and group skills, including effective participation in more demanding group tasks, including a group project.	Interacts effectively within a learning or subject-specific group, demonstrates basic negotiating, role, leadership and group-support skills.	Interacts effectively within learning or professional groups; demonstrates appropriate negotiating, role, leadership and group-support skills to an advanced level.
D6	Problem-Solving	Applies basic theory and methods to simple business problems, with the help of detailed guidance from tutors.	Applies given theory and methods accurately and carefully to more demanding business problems still with some guidance.	Begins to self-direct, identify key elements associated with selected business problems, and choose appropriate theory for analysis, with only general guidance.	Increasingly independent, confident and flexible in identifying and defining complex business problems, and in the application of knowledge and skills appropriate to their solution.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Level 4		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
Module Title	Core/ Option	A 1	A 2	A 3	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
People Management and Org. Behaviour	Core	*		*	*						*		*		*			*		
Business Context	Core	*	*		*	*	*	*			*		*	*	*				*	*
Academic and Personal Development	Core											*			*	*	*	*	*	*
Managing Financial and Statistical Data	Core	*		*	*	*	*	*	*	*		*			*	*	*			*
Marketing Principles and Business Practice	Core	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
The Festival and Events Industry	Option	*	*	*		*			*	*	*	*		*	*	*				*
Negotiated Learning 1	Option	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Level 5		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
Module Title	Core/ Option	A 1	A 2	A 3	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
Marketing Planning, Mgmt and Control	Core	*	*	*	*	*	*	*	*			*		*	*	*	*	*	*	*
Human Resource Management	Core	*		*	*	*					*		*		*			*	*	*
Managing Finance and Information	Core	*	*	*	*	*	*		*		*	*	*	*	*	*	*	*	*	*
Financial Accounting	Option	*			*	*	*		*		*	*			*	*	*	*		*
Business Taxation	Option	*	*	*	*	*	*		*				*	*	*	*		*		*
Delivering Customer Value	Option	*	*		*	*			*	*		*			*	*	*	*	*	*
Leadership and Development	Option	*	*	*	*	*					*		*	*	*			*	*	*
Employment Law	Option	*	*	*	*	*					*		*	*	*			*		*
Globalisation and International Business	Option	*	*	*	*	*			*	*			*	*	*	*		*	*	*
Project Management	Option	*	*	*	*	*	*		*	*	*				*	*	*	*	*	*

<i>Principles & Practice of Festival and Events Management</i>	<i>Option</i>	*	*	*	*	*	*		*	*	*		*	*	*			*	*	*
<i>Entrepreneurship</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Work based Project</i>	<i>Option</i>	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Extended Work based Project</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Events Management Project</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Negotiated Learning 2</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Negotiated Learning 2A (10 credits)</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Business Studies</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Level 6		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>																		
Module Title	Core/Option	A 1	A 2	A 3	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	D 1	D 2	D 3	D 4	D 5	D 6
<i>Project</i>	<i>Core</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Strategic and Operations Management</i>	<i>Core</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Financial Reporting</i>	<i>Option</i>	*		*	*	*	*		*				*	*	*	*	*	*	*	
<i>Customer Relationship Management</i>	<i>Option</i>	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Global Marketing</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<i>Managing Workforce Engagement and Commitment</i>	<i>Option</i>	*		*	*	*	*				*		*	*	*	*	*	*	*	*
<i>Business Law</i>	<i>Option</i>		*	*	*	*	*			*		*	*	*	*	*	*	*	*	*
<i>Statistical and Data Analysis</i>	<i>Option</i>			*	*	*	*	*			*		*	*	*	*	*	*	*	*
<i>Negotiated Learning 3</i>	<i>Option</i>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The programmes have been designed to meet the five teaching and learning priorities which had been identified in the university's strategic priorities in 2007 and the Department Learning and Teaching strategy which was updated in January 2009.

Priorities of Learning and teaching

The five priorities are:

Enterprise and Employability

The programme team have attempted to encourage enterprise and employability, by utilising a number of opportunities within the curriculum. Links with Glyndŵr University's Careers Centre have developed to create a number of opportunities for external speakers from a variety of employers.

The University's Learning and Teaching Strategy endorses the embedding of Personal Development Planning (PDP) within programmes in accordance with QAA guidelines, the Leitch Review and the Burgess Report, 2007. The module Academic and Personal Development provides a suitable module to embed a PDP system at level 4 and this is perpetuated within subsequent work based and project modules at other levels of the programmes.

The 20 credit Negotiated Learning module has provided a useful vehicle to facilitate the engagement of students in the Graduate Young Enterprise Scheme, which has been offered on the programme since 2004. Groups of students have set up small business ventures and the assessment has involved reflective journals, business plans and a group oral presentation. The university enterprise unit have assisted in providing support, guidance and external speakers, with an annual prize being awarded to the student who has shown most development with entrepreneurial skills.

The development of an elective module in entrepreneurship at level 5 is also included and will assist in developing the relevant skills for business students as well as providing a suitable opportunity for students on degree programmes in other fields of study.

The content of many of the modules within the programmes is related to the standards of professional bodies of the CIM, CIMA, CIPD and CMI, ensuring relevance for employability.

To support study of practical applications of marketing theory within a business a company visit to KK Finefoods at Deeside was facilitated by the MD (who is a PhD student at Glyndŵr) for level 5 marketing students. This has proved very popular with students who found it brought theory to life and the opportunity with the company has prompted offers of employment for some of the students

The level 5 'Work-based Project' module is also taken by students on the part-time BA Business Programme. Almost all of the students are engaged in full-time employment and are often already involved in projects at their place of work. In this new proposal, in order to extend the business-facing aspect of the programme, it is planned to extend opportunities for the students to engage in work based activities. The scope of the 20 credit work based modules has been extended so that students may undertake a full time work placement

during semester 2 of level 5. In this instance they would complete an extended work based project of 40 credits and also attend university for one evening each week to complete an additional option module with the part time degree students.

Curriculum Renewal and Assessment

This proposal for the business undergraduate curriculum has been renewed to include more business facing activities, opportunities to study abroad and increase the study options available. The development of international partnerships and collaboration has become a key corporate objective. It is anticipated that future visits to universities within Europe and international destinations will enrich the learning experience for the students.

The wide range of assessment methods adopted by staff eg. case studies, presentations, posters, cuttings' folders, traditional essays, interviews and group work enable students to experience a number of contexts for learning and facilitate ongoing formative feedback. The re-design of feedback sheets has further added to the students' understanding of their progress and allows additional developmental guidance to be provided.

Students are regularly consulted on aspects of the programme. At the beginning of each academic year student representatives are elected for each of the levels of the full-time programme and also each year of the part-time programme. All modules contained within the programme are subject to a Student Perception of Module (SPOM) analysis.

In addition, students at all levels are asked to complete a Student Perception of Programme (SPOP) form at the end of the academic year. The student views are including in team discussions, helping to inform future changes in the development of the programmes.

Professional development and recognition of Excellent of Teaching

The university seeks to support and develop excellence in learning and teaching in its entire teaching staff as well as developing their subject expertise. Staff continuously update their knowledge and skills, through their scholarly activity and research. This allows an up to date relevant curriculum to be developed and reviewed, and for students' development to be linked to the latest research, professional development and employers' ideas. Staff are encouraged to develop themselves by undertaking further study, engaging with peers in other HE institutions and professional bodies, external examining and being involved in research and/or consultancy. It is to be noted that over 50% of staff within the Department are Fellows of the Higher Education Academy. Two fellowships have been awarded to two members of the programme team during the lifetime of the current programmes; one as a Research Fellow and the other as a Teaching Fellow. Another member of staff has recently gained her doctorate.

International Work

The Department has experienced a growth in the numbers of international students during the last few years with students mainly from Europe, India and China, and has a close working relationship with the University's International Office who play a crucial role in the recruitment and support of International students.

The rapid increase in the number of International students at the University has provided the tutors with additional challenges and has prompted an urgent need to understand and be able to provide a learning experience for multicultural cohorts of students. In conjunction with the International Centre, a series of induction sessions during October has been designed to support the learning experience of the students.

The University's Second Language Learning Centre was created in 2007 and the language staff are working with the programme leaders to provide a relevant and supportive programme of English and cultural studies to support the International students. Business-specific and English Language workshops have also provided a drop-in help service for International students to gain individual help with assignment work.

The Head of the Second Language Learning Centre is developing a number of language courses which can provide an additional study resource for students on the Business programmes. The introduction of languages will help to develop the international aspect of the programmes and will provide students with basic training for study abroad. Developing links with universities within Europe helps to support the Summer School as well as the full time degree programme.

Fostering a High Quality and Supportive Learning Environment

The personal tutor system is provided by the Programme Leaders and a system of Year tutors. Office hours facilitate the availability of tutors for advice and support, and outside these hours, staff are easily contactable by email. The open door policy makes staff easily accessible and the Department's student support was commended by the QAA in the Institutional Review Report in 2007.

Tutors deliver sessions to accommodate full time and part time students who often have lectures together. The evening sessions for part time students are available to full time students and the choice of delivery times provides students with the flexibility to arrange their schedule to accommodate part time jobs and family commitments.

The programme tutors utilise the University's Virtual Learning Environment (VLE) 'Moodle' within their learning and teaching strategies. All module content on Moodle includes a minimum requirement of specification, assignments and schemes of work. Many tutors also include additional resources including lecture material, useful web links and other course materials to assist the students. Moodle provides an invaluable communication tool and announcements are regularly posted to inform the students of course information. Some tutors have exploited other features within Moodle, utilising the self-marking multiple choice tests and the discussion forum.

Welsh Medium

The need for Welsh medium assessment (including written assignments, examinations, projects and dissertation) will be identified as part of the registration processes and will offer the opportunity to students where requested. Where a qualified tutor is available, students will then be allocated to a tutor who is able to assess the work in Welsh. At present, the Department has three full-time academic staff who are able to assess through the medium of Welsh.

Additionally the programme team would wish to develop the language skills of students taking this programme. The University already offers modules in Welsh as a second language at HE level to students studying degrees which involve working with the public. It is anticipated that the business students whose first language is not Welsh, or who wish to improve their Welsh skills (either an improver or a new learner) would be offered these sessions as an extra module outside the programme. The University's investment in its Second Language Learning Centre ensures that this aspiration can be delivered from within existing arrangements.

Assessment strategy used to enable outcomes to be achieved and demonstrated

In developing the assessment strategy the team members have considered the Learning and Teaching Strategy and QAA Codes of Practice. Additionally the assessment is working within the University's Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Assessment is part of the process of helping students to learn and is intended to support them in developing knowledge and understanding in key aspects of business. In addition, assessment aids the development of a range of cognitive and intellectual skills, and techniques specific to business and management.

The process of reflection is explicit in many assessments and implicit in them all; alongside feedback from formative assessments, it is integral to the development of independent learning and student skills of self-assessment. Additionally, feedback is an important means of motivating students to further learning. Assessment is also a vehicle for the development of a range of transferable and key skills.

Moderation and verification of assessments at a programme level also provides information on overall levels of attainment and ensures that standards are maintained, and is a useful indicator of any areas where extra scrutiny may be needed.

The procedures of assessment involve a number of mechanisms to ensure validity and reliability. These include the moderation of all assessments and their marking schemes and assessment criteria, by a peer, the whole programme team and by the External Examiner. Samples of marked work are validated by peers and externals and records of both processes are retained. Marks for all modules and levels are scrutinised at assessment boards by the programme team and externals. These processes confirm the suitability of the assessment vehicles that the tasks and examinations fit the learning outcomes, and that standards and levels of marking are maintained both within the programme and in line with the HE qualification framework. They also ensure that all module learning outcomes are assessed and that it is clear to students which assessment is assessing which particular learning outcome. All decisions about grading of work are in line with assessment criteria provided by the tutors when the assessment is published and confirmed as appropriate by the procedures above.

Forms of assessment are varied include case studies, essays, group and individual research projects, presentations, reflective writing and traditional examinations. There are no examinations in the level 4 modules, where the emphasis is placed on introducing a range of introductory skills and knowledge which can be developed in further levels of the programme.

Assessment throughout the programme is both formative and summative and is designed to encourage 'deep' rather than superficial learning. Coursework is used throughout the programme and knowledge and understanding are tested through essays, individual and group reports, case studies, individual and group presentations, poster presentations, portfolios of work, reflective logs, in many cases these may be located in the context of the students' own places of work.

Assessment of cognitive and intellectual skills occurs through coursework and the use of case studies, work related and 'live' assessment provides opportunities for students to demonstrate the application of cognitive skills in the work environment. The production of coherent written and oral responses either to problems or tasks set, and within group discussions and oral presentations allows demonstration that the key intellectual processes

have been understood.

The assessment of practical skills is tested within coursework and assignments, which whilst predominately written will include alternative formats such as presentations, role-play, posters, and event planning. A feature of many assessments will be the requirement for students to reflect on their experience and in their workplace.

Generic skills encompass communication, IT, numerical and problem-solving, interpersonal and group skills, self-appraise and reflection and the ability to plan and manage learning. The variety of assessment formats (for example, the planning for and presentation of individual and group assessed presentations; in the research for, and writing of written assessments; and evaluation of work before it is presented and the use of and reflection on feedback) enables transferable skills to be developed and assessed in a number of contexts.

Assessment regulations that apply to the programme

The programme will conform to the University regulations for Bachelor Degree, Diplomas and Certificates and Foundation Degrees.

Programme Management

Programme Team

BA Programme Leader – Neil Pritchard
FdA Programme Leader – Jeff Pugh
HNC Programme Leader – Jan Green
Ben Binsardi
Chris Burgess
Leslie Davies
Mike Green
Brian Jones
Bethan Lloyd Jones
Sandra King
John Mortimer

The Business Degree Programme, Foundation Degree Programme and the HNC Programme are each managed by programme leaders together with other year tutors as additional support.

The principal responsibilities of the Programme Leader are:

- coordination of programme team meetings;
- oversight of administration;
- production of programme handbook;
- communication with the External Examiner;
- liaising with the School for Undergraduate Studies Office, and Student Data Services in respect of registrations and results.

The Programme Leader coordinates a number of key activities within the student's academic cycle in conjunction with the Year Tutors for the programme. This includes induction, the staff student consultative committee and monitoring the tracking of subject routes as the students progress through the levels of the programmes.

The year tutors are responsible for the day-to-day organisation of the programme for each level. There is a dedicated tutor for the part-time degree route. The tutors ensure that students receive all the documentation they require at the beginning of each semester, and this includes information on timetables, assignment schedules, assignment receipt card and Moodle instructions. The role also involves monitoring of student progress throughout the academic year, especially during and following assessment boards.

Each module is assigned a module tutor who is responsible for the planning and delivering of the learning programme. The module tutor provides students with a module guide which details the module specification, a scheme of work, guided reading and the relevant assignments to complete the module. The module tutor is responsible for returning marked assignments with appropriate feedback within three weeks of the submission date.

Student representatives are elected for each level of the full-time programme and for each year of the part-time programme. The programme leaders and year tutors meet the student representatives at intervals during the academic year in order to discuss any course related issues. These arrangements work well and students are provided with further information through the use of Moodle.

Resource Management

Overall management of staffing and resources for the programme is undertaken by the Academic Head and the Department Management Team. Module choices for students are organised by the programme leader, and the scheduling of suitable modules on the full and part time degree is then managed to ensure that the programme portfolio is resource efficient, while providing students with suitable choice.

Quality Management

There are a number of mechanisms leading to quality enhancement and the maintenance of academic and professional standards. This has been confirmed through consistently positive feedback from external examiners.

All assessments are peer reviewed for consistency of standard and layout before issue to students. The end of module assessment is sent to the external examiner who is given the opportunity to comment on any amendments.

A sample of student assessments for each module is double marked by a tutor in the same subject area in order to ensure the correct standard of marking. Samples of marked assessments are then sent to the External Examiner for further scrutiny. All stages of peer review and double marking are recorded on a proforma for each module.

Issues relating to developments or changes to the programme are discussed at the regular meetings of the programme team. At the end of the academic year the programme team meets to discuss programme review and evaluation. This meeting aims to critically discuss the events of the whole year and assess areas of good practice as well as identify problem areas which need resolving. As a result of this meeting the Annual Monitoring Report (AMR) is constructed with an action plan for implementation during the forthcoming academic year.

External Examiners' reports are also considered by the programme team and issues raised are often included in the action plan. A response is sent to the External Examiner's report.

The use of student feedback through Student Perception of Module (SPOMS) and Student

Perception of Programmes (SPOPS) is also discussed at annual monitoring and incorporated into the report.

The AMRs of all programmes within the Department are discussed at a Subject Board and are reviewed through the University's committee structure. The Subject Board manages the academic quality and standards for the Department.

Peer observation takes place during the academic year sharing good practice between members of the academic staff.

Staffing Resources

Administrative support for all the courses within the Department is managed within the School for Undergraduate Studies Office and there is dedicated support for the Business Degree, Foundation Degree and HNC Programmes from members of the office staff. The support includes the coordination of admissions and assessment documentation, taking minutes at meetings and assessment boards, collation of results and responding to enquiries for course information.

The Department currently employs fifteen full-time academic staff, most of whom are involved in the delivery of the Undergraduate Programme. In addition a large proportion of staff also delivers to professional and postgraduate programmes. Thus the undergraduate programmes benefit from this higher level of expertise and subject knowledge, especially familiarity with up to date research and professional body requirements. In addition, there is a small number of part-time staff.

The team continues to ensure that the programme is underpinned by appropriate professional and academic contacts. More than half of the team are members of the Higher Education Academy and maintain regular engagement with the academy subject centre, Business, Management and Finance. Staff members are actively engaged in research and attend conferences, as well as presenting at conferences and publishing in peer reviewed journals. Consultancy activities, research seminars and Knowledge Transfer Partnerships (KTPs) ensure that tutors maintain regular contact with local businesses. Staff who are members of professional bodies are required to attend regular training events to ensure the currency of the qualifications delivered within the Department. All of these staff deliver modules on the undergraduate programme and the team are conscious that this external activity ensures currency and awareness in the field. This underpins the curriculum with current business knowledge.

Particular support for learning

The PDP process embedded within modules of the programme provide the opportunity for each student to have individual appointments with their tutors to discuss their personal, academic and career development.

A system of Peer Supporters was introduced in 2007 to provide additional support to the new first year students and also to the new students entering at year three. The most successful use of the peer supporters has taken place with International students where the peer supporter is of the same nationality.

A recent initiative has involved some of the full time students in a research project with twelve other universities to improve 'Learning Power'. The ELLI (Effective Life Long Learning) Project has raised awareness of the seven dimensions of learning, which has prompted the students to reflect on areas for their own personal development.

The staffrooms and administrative office are currently accommodated conveniently in one section of the college. This provides an easily identifiable area for students to access the necessary help and support they may require.

Many of the modules on the programme are delivered in lecture theatres which have electronically equipped facilities, although further computer and projector facilities are needed for many of the smaller class rooms. Although there are no IT laboratories dedicated to the Department, the recently refurbished IT laboratories provide high quality teaching provision for Business students.

The Student Village provides safe accommodation for the increasing number of European and International students on the programme and campus facilities include the library sports centre and student services.

Equality and Diversity

The programme team is committed to the needs of university stakeholders and to the recruitment of non-traditional students. Thus the student intake is likely to contain students who have a range of diverse needs either in terms of disabilities, illness, language, their family circumstances or work commitments. In accordance with our legislative obligations every effort is made to facilitate students with disabilities by arranging extra time or special facilities for assessments. The Department area also has its own Disability Coordinator to offer advice and complement the University's provision.

MODULE SPECIFICATION FORM

Module Title: Strategic and Operations Management	Level: 6	Credit Value: 20
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Module code: BUS601 (if known)	Cost Centre: GAMG	JACS2 code: N200
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Semester(s) in which to be offered: 1	With effect from: September 2009
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Existing/New: Existing	Title of module being replaced (if any):
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Originating academic area: Management	Module Leader: John Mortimer
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Module duration 60/60/ (contact hours/ 80 hrs directed/directed private study:	Status: core/option/elective (identify programme where Core appropriate):
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Percentage taught by Subjects other than originating Subject (please name other Subjects):
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Programme(s) in which to be offered: BA Business and Events Management BA Business Management BA Business Marketing BA Business Accounting	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None
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<p>Module Aims:</p> <ol style="list-style-type: none"> 1. To study the process by which business organizations identify and achieve their aims. 2. To provide a critical understanding of the conceptual frameworks which enable strategic approaches to be applied to business problems. 3. to develop an understanding of how Operations Management can contribute to the overall long-term success of an organization by the effective and efficient use of resources.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Demonstrate an understanding of the principles of strategic management and operations management.
2. Apply the appropriate concepts for strategy implementation and control to a range of business situations.
3. Evaluate relevant research and the work of the main writers in the field of business strategy and link them to practice in strategic management.
4. Application of Operations Management principles to real issues and an understanding of the research process.

Transferable/Key Skills and other attributes:

1. Critical thinking and creativity
2. Problem solving and decision-making
3. Information and knowledge
4. Numeracy and qualitative skills
5. Ability to conduct research
6. Learning through reflection on practice and experience

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Assesment 1: Assignment on real company project

Assessment 2 Exam

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
Assessment 1	LO1, 2 and 3.	Assignment	50%		2,500
Assessment 2	LO1 and 4.	Examination	50%	2hrs	

Learning and Teaching Strategies:

There will be main theme lectures to develop underlying principles and smaller group seminars to discuss these and to develop skills of analysis, synthesis and application of theory to business situations. Also, directed study will extend further the depth and breadth of student learning.

Syllabus outline:

The environment, strategic capability, purpose and culture.
Business level strategy.
Directions and corporate level strategy.
International strategy, innovation and entrepreneurship.
Strategy methods and choices.
The practice of strategy, the development process.
Organizing and resourcing strategies.
Managing strategic change.
Process design.
Layout and flow of resources and facilities.
Job design and work organization.
The nature of planning and control.
Capacity
The supply chain.
Inventory and lean operations.
Project management.
Quality and TQM.

Bibliography

Essential reading:

Johnson G, Scholes K and Whittington R, *Exploring Corporate Strategy* 8th edition, Prentice Hall, London

Slack et al, (2007) *Operations Management* 5th edition Prentice Hall, London

Other indicative reading:

Chase, R.B., Jacobs, F.R. and Aquilano, N.J. (2004) *Operations Management for Competitive Advantage*, tenth edition, McGraw-Hill/Irwin, Boston.

Heizer, J. and Render, B. (2006) *Operations Management*, eighth edition, Prentice Hall, New Jersey.

Lynch, R., (2006) *Corporate Strategy*, fourth edition, London: FT Prentice Hall.

Mintzberg, H, Ahlstrand, B., and Lampel, J., (2000) *Strategy Safari*, Simon & Schuster.

Whittington, R., (2000) *What is strategy – and does it matter?* Second edition, International Thompson.

Wild, R. (2002) *Operations Management*, sixth edition, Continuum, London

MODULE SPECIFICATION FORM

Module Title: Project	Level: 6	Credit Value: 40
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Module code: BUS602	Cost Centre: GAMG	JACS2 code: N100
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Trimester(s) in which to be offered: 1 & 2	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: September 2011
	Date revised: September 2013 (to include Entrepreneurship, App Design and ITMB)
	Version no: 2

Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic Department: Business and Management	Module Leader: Dr Jan Green
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Module duration (total hours): 400	Status: core/option/elective (identify programme where appropriate):	Core
Scheduled learning & teaching hours: 40		
Independent study hours: 360		

Programme(s) in which to be offered: BA Business and Events Management BA Business Management BA Business Marketing BA Business Accounting BSc Entrepreneurship BSc App Design BSc IT Management for Business	Pre-requisites per programme (between levels): None
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Module Aims:

To integrate and apply knowledge gained during their degree studies in a self-motivated, practical, enquiring and problem solving manner, thereby extending their own learning, whilst being selective of the aspects appropriate to their specific area of study.

Expected Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

1. Identify and specify the characteristics of and the variables relevant to a problem or investigative topic in the sphere of management or business.
2. Design a coherent, logical and methodically sound research proposal as a basis for undertaking a researchable independent project.
3. Systematically understand the key, critical concepts and application of research methods in real life phenomena.
4. Complete a practical or theoretical research project and defend the purpose, research methods and outcomes of the project.

Transferable/Key Skills and other attributes:

Business research skills
Problem solving
Analytical and Critical Reasoning
Computing Skills.

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment tasks must be included.***

Assessment 1 of the module will be submitted early in semester 1 and will consist of a research proposal, giving a full plan of the project. The proposal will include the terms of reference for the project, evidence of literature searching, use of theory and plans for the practicalities, methodology and analysis of the research.

Assessment 2 will be the final Project Report giving the full details of the literature and findings.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO 1, 2	Research Proposal	20%		1,500
2	LO 3, 4	Dissertation	80%		8,000

Learning and Teaching Strategies:

This module will comprise formal class teaching sessions and continuous project supervision on a one to one or small team basis. The module will be completed over two teaching blocks, which are either trimesters or semesters dependent upon which programme option is taken. During the first teaching block, there will be a weekly lecture on research methods. This will also include some IT laboratory sessions. The weekly session in the second teaching block will consist of selected lectures and IT laboratory sessions targeted to coincide with the needs of the students at appropriate stages of the project process. At other times the weekly session will be used as drop-in help for assistance on any part of the research process. The

drop-in help sessions provide complementary support to the individual tutor supervision which will be available throughout the course of the project.

Syllabus outline:

Project introduction – overview, idea of a project, supervision and project structure and assessment
Methods of research, differing approaches, techniques and practicalities
Choosing a topic – terms of reference, project planning
Literature searching, identifying variables and recording progress
Project proposal
Writing the literature Review – structure, theoretical content and business examples
Questionnaires – different types and categorisation of data.
Quantitative analysis of data
Qualitative analysis of data
Precautions – reliability, bias and validity
Writing the Methodology Section of the Report – justify, method and analysis
Using computer packages to aid the analytical process
Organisation of findings, analysis and discussion
Drawing conclusions and making recommendations
Presentation of the report
Reflection on the research process and lessons learnt.

Bibliography

Essential reading:

Saunders, M, Lewis, P and Thornhill, A. (2012) *Research Methods for Business Students (6th edn)*
Harlow, Financial Times / Prentice Hall.

Other indicative reading:

Bryman, A. and Bell, E. (2011) *Business Research Methods (3rd edn)* Oxford University Press, Oxford
Bryman, A. (2008) *Social Research Methods*, New York, USA, Oxford, University Press.
Collis, J. (2009) *Business Research: A Practical Guide for Undergraduate and Postgraduate Students (3rd edn)* Basingstoke, Palgrave Macmillan
Denzin, N.K. and Lincoln, Y.S. (2011) *The SAGE Handbook of Qualitative Research [4th edn.]*. Thousand Oaks, CA: Sage.
Greetham, B, (2009) *How to write your undergraduate dissertation*, Palgrave Macmillan
Hart, C. (1998) *Doing a Literature Review: Releasing the Social Science Research Imagination*, London, Sage
Jankowicz, A.D. (2005) *Business Research Projects (4th edn.)* London: Thomson Learning
Lee, N and Lings, I. (2008) *Doing Business Research, A Guide to Theory and Practice* London; Sage
Swetnam, D. (2009) *Writing your dissertation: The Bestselling Guide to Planning, Preparing and Presenting First-Class Work (3rd edn)* Oxford, How to Books Ltd
Walliman, N. (2004) *Your Undergraduate Dissertation: The Essential Guide to success*, London, Sage

MODULE SPECIFICATION FORM

Module Title: Global Marketing	Level: 6	Credit Value: 20
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Module code: BUS603	Cost Centre: GAMG	JACS2 code: N500
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Semester(s) in which to be offered: 1	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: Updated Sept 2013 to Date revised: include BSc App Design Version no: and/or BSc ITMB
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic area: Business and Management	Module Leader: Ben Binsardi
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Module duration (total hours): 200 Scheduled learning & teaching hours: 33 Independent study hours: 167 Placement hours: None	Status: core/option/elective (identify programme where appropriate): Core on BA Business Marketing, Option on other programmes
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered: BSc App Design BA Business and Events Management BA Business Management BA Business Marketing BA Business Accounting BSc Computer App design BSc IT Management with Business	Pre-requisites per programme (between levels): None
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Module Aims:

1. To develop a thorough understanding of 'Global Marketing' theories and concepts
2. To develop an understanding of vocabulary associated with a global marketing strategy in the different types of economies and markets
3. To develop an understanding for planning, implementing, and controlling global marketing strategies

Expected Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the nature of the global environment, major trends, affecting the global decision, and the different social and cultural conventions which affect buying behaviour, strategic marketing policy and marketing mix approaches
2. Evaluate strategic marketing mix and policy appropriate to industrialised, developing and lesser developed economies, and identify the relevant sources of information to support the appropriate strategy
3. Formulate strategies determine the appropriate control measures for export, global, multi-national, transactional and global marketing operations and evaluate relevant organisational changes as a company moves through the export to global spectrum
4. To justify an appropriate marketing mix strategy and evaluate financial, human resource, and logistical implications of different global marketing strategies

Transferable/Key Skills and other attributes:

Analytical skills, communication and presentation skills

Project management skills for preparing an Global Marketing Website

Numerical and psychomotor skills for undertaking global market analysis

Assessment:

Assessment 1: Assignment with global marketing strategies

Assessment 2: Global Marketing Project

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
One	1	Coursework	25%		1,000
Two	1 - 4	Project	75%		3,500

Learning and Teaching Strategies:

Students are expected to participate in all lectures, tutorials, blackboard and online discussions. Besides lectures, there will be several tutorials. In small discussion groups, students have to analyse the prospect of marketing in various countries based on their reading of newspapers.

Students are encouraged to employ internet as one of global marketing tools by using a web authoring tool such as Microsoft FrontPage or Macromedia Dreamweaver with minimal HTML codes for undertaking a 'Global Marketing' project,

- Organising and explaining different marketing strategic approaches arising from selling products / services to two different countries
- Selecting, justifying and developing effective *market-entry* strategies and *marketing-mix* strategies (7Ps of Price, Product, Promotion, Place, People, Process, and Physical Evidence) for the global business operations in divergent economies
- Evaluating, explaining and justifying appropriate information obtained from surveys / marketing research etc

Syllabus Outline:

Global strategic analysis

- Identifying opportunities in the global environment. Changing patterns of trade globally and types of markets (product/service/ commodity/not for profit).
- The changes in the world trading environment: (e.g. European Union, ASEAN etc) and trading blocs.
- The SLEPT factors: social/cultural, legal, economic, political, technological and ethical, green and other environmental considerations.
- The 'C' factors: countries, currency, competitors and their effect on global marketing planning.
- Buying behaviour in different countries at different stages of economic and political development.
- Market research agency selection for global marketing support, the use of databases, intelligent and expert systems. Government initiatives and the importance of cross-cultural analysis.

Global strategic planning

- Differences in global marketing planning between developed countries and Lesser Developed Countries (LDCs) and developing and emergent economies.
- The globalisation process: partnering, alliances, mergers and their effect on the structure of industry and the competitive environment.
- The cross-cultural dimensions of global activity and cultural sensitivity.
- Standardisation and differentiation: the issues of globalisation in global marketing.
- The determination of market entry choices, selection and decision and the implications for global financing to support entry strategies.

Global strategic implementation and control

- Identifying and selecting a product management strategy.
- Determining pricing strategies for global markets: skimming and penetration pricing; currency considerations in exporting and global marketing. Price escalation in the value chain, the futures market, hedging/forward buying, tendering, bartering and specific pricing methods.
- Determining global marketing communications issues relating to global positioning strategies. The importance of cultural differences and similarities.
- Global technological developments and their competitive effect e.g. E-commerce, and global media
- Assessing the people elements of global operations; * cross/inter cultural dimensions and transaction activity and human involvement.
- Implementing a global marketing strategy across different countries and its implications. The tactical and operational issues relevant to different countries and situations.

Bibliography:

Bradley, F. (2008) *Global Marketing Strategy*, London: Prentice Hall. ISBN 0- 273-655-71-x

CIM (2007) *Global Marketing Strategy*, PG Diploma level, London; BPP Publisher. ISBN 0-751-741-213

Doole, I. and Lowe, R. (2008) *Global Marketing Strategy*, London; Thomson, ISBN 1-861-527-721.

Internet References:

Subject	Web Address	Description
Global Strategic Analysis	www.tradepartners.gov.uk www.dti.gov.uk www.britishchambers.org.uk	Useful advice from UK government on global trading issues
Global Strategic economic Planning of the	www.mckinseypuarterly.com (see 'economic performance' development and cultural issues from one of the	Free full text articles on globalisation,

Co-operation policy resources on	section) www.oecd.org	world's premier business journals The Organisation for Economic and Development site links to articles, documents and other extensive global trading issues, labour market deregulation and social policies
about across	www.eiu.com	The Economist Intelligence Unit provides detailed reports and other information establishing and managing operations national borders
issues,	www.globalexchange.org	Global Exchange is a non-profit research, education, and action centre dedicated to promoting ties around the world. There is extensive information on human rights sweatshops, fair trade policies etc
Global Strategy Group, an Implementation and and Control Site Free	www.boma.org	The Business Process Management interest group developed to understand support the implementation of change. contains a number of useful case studies. Associate membership, fee charged for additional services
Library	www.change-management.org	The Change Management Resource containing useful articles and links
against	www.dti.gov.uk	A wide range of information and services designed to help firms improve their performance through bench marking
	www.unilever.com	best practice Classic examples of global marketing strategies

MODULE SPECIFICATION FORM

Module Title: Customer Relationship Management	Level: 6	Credit Value: 20
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Module code: BUS604	Cost Centre: GAMG	JACS2 code:N200
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Semester(s) in which to be offered:	With effect from: Sept 2012
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Office use only: To be completed by AQSU:	Date approved: Date revised: Sept 12 Version no: 1
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic area: Management	Module Leader: Brian Jones
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Module duration (total hours): 200 Scheduled learning & teaching hours: 33 Independent study hours: 167 Placement hours: None	Status: core/option/elective (identify programme where appropriate): Core on BA Business Marketing, Option on other programmes
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Percentage taught by Subjects other than originating Subject (please name other Subjects): None

Programme(s) in which to be offered: BA (Hons) Business and Events Management BA (Hons) Business Management BA (Hons) Business Marketing BA (Hons) Business Accounting	Pre-requisites per programme (between levels): None
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Module Aims:

The purpose of the module is to

- 1 To provide students with conceptual frameworks and tools for determining and managing appropriate relationships and communications with a range of organisational stakeholders in a variety of contexts.
- 2 To provide a specialist focus on the role of selling, key account management and customer service as key roles in the relationship building process.

Expected Learning Outcomes

Upon completion of this module, students should be able to:

1. Critically review the importance of the application of relationship marketing to effective business management
2. Evaluate and propose appropriate solutions to specific relationship problems in a diverse range of settings and contexts
3. Obtain detailed knowledge and in-depth awareness for the nature and role of selling, as well as key account or customer relationship management in enhancing business relationships
4. Evaluate the key tasks involved in selling and demonstrate a wide range of techniques for achieving sales and building a relationships.

Transferable/Key Skills and other attributes:

Identify and define complex problems and their application

Engage effectively in debate and sales presentation skills

Negotiate in a learning context

Apply critical judgement in the selection of customers and allocation of resources

Assessment 1 will assess the student's ability to interact effectively within a learning group while performing complex skills via role play exercises. Indicative assessment will involve 2 negotiation exercises, the first (1a) of which is individually assessed by the tutor and via peer review using an observation form (10%, approx 500 words). The second exercise (1b) is a grouped assessed negotiation which again is assessed by the tutor and via peer review using an observation form but also incorporates individual evaluation of their own/ teams performance (30%, approx 750 words).

Assessment 2 will review the importance of relation marketing and selling in a scenario context or via a case study

Assessment number (use as appropriate)	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
Assessment One:	LO 1-2	Negotiation	40%		1250

Assessment Two:	LO 1-3-4	Coursework	60%		1500
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Learning and Teaching Strategies:

The module will utilise a range of workshops, case studies, Moodle participation, tutorial discussions and keynote lectures. Students will undertake a range of sales planning and negotiation role play exercises to reinforce the learning outcomes

Syllabus outline:

Rethinking marketing – the linkages between marketing, customer service and quality
Expanding the marketing mix and the six markets model
Developing a relationship strategy/ Segmentation and positioning
Quality as a competitive strategy/ Service quality models
Achieving employee commitment/ Empowerment
Delivering customer satisfaction
The nature and role of selling, sales management
Role of key account and customer relationship managers
Territory planning, time management
Sales forecasting
Negotiation

Bibliography

Essential Reading:

Buttle F, (2008) *Customer Relationship Management*, 2nd edition Elsevier Butterworth
Heinemann ISBN 9781856175227
Kennedy G, (2010), *Everything is Negotiable*, 4th edition Independent Publisher Group ISBN
9781847940018 (printed) 9781409020882 (eBook)
McDonald, M. and Woodburn, D (2011) *Key Account Management*. 3rd Edition John Wiley
ISBN 9780470974155 (printed) 9780470974728 (eBook)

Recommended Readings:

Little, E and Marandi, E (2003, *Relationship Marketing Management*, London, Thomson
Jobber, D and Lancaster G (2012), *Selling and Sales Management*, 8th edition Prentice Hall
ISBN 9780273702652

MODULE SPECIFICATION FORM

Module Title: Managing Workforce Engagement & Commitment	Level: 6	Credit Value: 20
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Module code: BUS605 (if known)	Cost Centre: GAMG	JACS2 code: N600
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Semester(s) in which to be offered: 2	With effect from: September 2009
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Office use only: To be completed by AQSU:	Date approved: Sept 2009 Date revised: Sept 2013 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic Area: Management	Module Leader: Mike Green
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Module duration (contact hours/directed/directed private study): 60/60/80 hrs	Status: core/option/elective (identify programme where appropriate): Option
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Percentage taught by Subjects other than originating Subject (please name other Subjects): None

Programme(s) in which to be offered: BA (Hons) Business Management and IT BA (Hons) Business Management BA (Hons) Business Marketing BA (Hons) Business Accounting BEng(Hons) in Industrial Engineering	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None
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Module Aims: To provide students with an understanding of the strategic contribution of reward and employment

relations to organisational effectiveness.

Expected Learning Outcomes

At the end of this module, students should be able to understand, evaluate and explain:

Knowledge and Understanding

1. The context, role and function of reward strategies and policies in shaping organisation performance
2. How reward practices and processes can influence individual and organisational performance
3. The factors affecting effective performance in the workplace including the nature of conflict in work organizations, and the aims, structure and function of the parties and institutions involved in employment relations and of practices, processes and procedures at various levels
4. Strategies, policies and practices to overcome poor performance in a contemporary organisation.

Transferable/Key Skills and other attributes:

Self-management skills in terms of time, planning, self –starting and independent learning
Interpersonal skills of effective listening, negotiating, persuasion, considering alternative perspectives
Information gathering , evaluation and application
problem solving skills, such as identifying, formulating and solving business problems at a strategic level
Critical thinking, analysis and synthesis
Reflection
Research skills

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). **Details of indicative assessment tasks must be included.**

Assessment 1: Assignment - Consideration of reward strategies & practices

Assessment 2: Assignment - Consideration of employment relations strategies & practices

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
Assessment One:	LO: 1 & 2	Assignment - Consideration of reward strategies & practices)	50%		2,500
Assessment Two:	LO: 3 & 4	Case Study analysis	50%		2,500

Learning and Teaching Strategies:

This is built on the learning and teaching strategy the School and adopts lectures for delivery of key concepts in the course, followed by activity based tutorials which encourage students to engage with concepts, to develop understanding in more depth, to develop skills and share learning with colleagues. Case studies, exercises, videos, activities and discussions and assessment workshops will be used as appropriate to involve students in appraisal of ideas and the application of theory in practical contexts. Formative support provided in assessment workshops provides discussion, guidance and feedback on assignment tasks and activities.

Private study is encouraged during which students may consolidate learning, undertake research for assessments and work with peers to complete group activities. The focus of study is on wider reading to develop and reinforce knowledge and understanding of the topics and material covered in lectures, preparation for tutorials and work towards assessments. It can also help students to develop time management skills, library skills and critical thinking. Power point slides are available via the VLE, as are a number of additional sources of support and information.

Indicative Syllabus outline:

Strategic management of issues affecting employee performance in a contemporary context:

Reward:

- The conceptual framework underlying an employee reward system and its component processes, and structures including key economic, psychological and social theories.
- The legal context; equal pay, minimum pay; rights derived from UK and EU law.
- Job evaluation; advantages and disadvantages in different contexts. .
- Pay and benefit surveys, the 'market rate'.
- Pay structures; their purpose and criteria for effectiveness; advantages and disadvantages of different types;
- Contingent pay; paying for performance, contribution or competencies
- Employee benefits; including pensions and flexible benefits.

Employment Relations:

- Power, conflict and engagement in the workplace
- Parties and institutions in the employment relationship
- Processes and procedures to manage performance and conflict
- Employee voice – collective and individual
- Outcomes - intended and unintended
- Negotiation, persuasion, compliance & discipline
- Contemporary and sectoral issues

Bibliography

Essential reading :

Perkins, S and White, G (2008) *Employee reward*, CIPD

OR

Wright A (2004) *Reward Management in Context* CIPD

Daniels, K (2006) *Employee Relations in an Organisational Context*, London: McGraw Hill

OR

Rollinson, D and Dundon, T (2007) *Understanding Employment Relations*, London: McGraw Hill

Other indicative reading:

Armstrong A & Brown D (2008) *Strategic Reward: Making It Happen*, Kogan Page

Armstrong M and Murlis H (2007) *Reward Management Rev 5 Edn*. Kogan Page
Beardwell, J and Claydon, T (2007) *Human Resource Management : A Contemporary Approach* (5 Edn) Harlow: Financial Times Prentice Hall
Blyton, P and Turnbull, P (2004) *The Dynamics of Employee Relations* (3rd Ed), Basingstoke: Palgrave Macmillan
Bratton, J and Gold, J (2007) *Human Resource Management*, Basingstoke: Palgrave Macmillan
Brown D (2001) *Reward Strategies CIPD*
Foot, M. and Hook, C (2008) *Introducing Human Resource Management* (5 ed) Harlow: Financial Times Prentice Hall
Gerhart B & Rynes S L (2003) *Compensation: Theory, Evidence & Strategic Implications*. Sage
Marchington, M. and Wilkinson, A. (2008) *Human Resource Management at Work* (4 Edn) : People Management and Development
Milkovich, G and Newman, J (2008) *Compensation*, McGraw-Hill/Irwin
Rynes, S and Gerhart, G (2000) *Compensation in organizations*, Jossey Bass
Torrington, D., Hall, L. and Taylor, S. (2008) *Human Resource Management* Harlow: Financial Times Prentice Hall
Torrington, D, Hall, L, Taylor, S and Atkinson, C. (2009) *Fundamentals of Human Resource Management* , Harlow: Financial Times Prentice Hall
White, G & Druker J (2008) *Reward Management: A Critical Text 2 Edn* Routledge
William, S and Adam-Smith, D (2006) *Contemporary Employment Relations*, Oxford: OUP

ACAS.org.uk
CIPD.co.uk
Xpert HR
BERR.gov.uk
TUC.org
People Management
www.peoplemanagement.co.uk
Personnel Today
Human Resource Management Journal
IRS Employment Trends

MODULE SPECIFICATION FORM

Module Title: Business Law	Level: 6	Credit Value: 20
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Module code: BUS606	Cost Centre: GAMG	JACS2 code: M221
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Trimester(s) in which to be offered: 2	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: September 2011
	Date revised: September 2013 (to include Entrepreneurship and ITMB)
	Version no: 2

Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic Department: Business and Management	Module Leader: Neil Pritchard
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate):	Core
Scheduled learning & teaching hours: 33		
Independent study hours: 167		

Programme(s) in which to be offered: BA Business and Events Management BA Business Management BA Business Marketing BA Business Accounting BSc Entrepreneurship BSc IT Management for Business	Pre-requisites per programme (between levels):	None
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<p>Module Aims:</p> <p>To develop an understanding of the concepts and principles of consumer & company law and the ability to apply them to practical situations.</p>

Expected Learning Outcomes

Knowledge and Understanding:

1. Explain the main concepts and principles of consumer & company law.
2. Apply the main concepts and principles of consumer & company law to given situations.
3. Evaluate the main concepts and principles of consumer & company law in terms of their commercial consequences.

Transferable/Key Skills and other attributes:

Cognitive skills of critical thinking, analysis and synthesis
Effective problem solving and decision making
Effective communication.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***Details of indicative assessment should also be included.***

Assessment 1: Critical Essay - designed to assess the student's knowledge and understanding of key legal concepts in both consumer and company law. A typical essay could state a particular legal precedent and require the student to critically evaluate the background to this precedent, alternative courses of action that may have been available, the implications of this precedent on the wider business environment and whether further reform of the law is needed.

Assessment 2: Case Study - the case study requires the student to apply legal principles from legislation and case law to realistic business scenarios. A typical example would be a scenario where company A has enforced legal proceedings against Company B for an alleged unpaid debt. The study would be required to write a report outlining the legal position from both sides, drawing upon case law where necessary and advising on a suitable course of action for both parties.

Assessment number	Learning outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (if coursework)
1	LO 1, 3	Critical Essay	50%		2,500
2	LO 2	Case Study	50%		2,500

Learning and Teaching Strategies:

Students' time will be divided between lectures where the underlying principles are explained and tutorials where further development of these principles will take place and directed study and research which will extend and deepen students' understanding of the subject.

Syllabus outline:

The essential elements of a contract
Consumer protection agencies
Trade descriptions
Product liability
Consumer safety
Contracts for sale of goods and supply of goods and services
The nature of a company
The formation and constitution of a company
The management and administration of a company
Organisational change in companies.

Bibliography:**Essential reading:**

Riches, S & Allen, V, *'Keenan & Riches Business Law'*, Longmans (2011)

Other indicative reading:

Marson, J. *'Business Law'*, Oxford (2011)
Macintyre, E, *'Business Law'*, Longmans (2011)
Kelly, D, Hayward, R, Hammer, R & Hendy, J, *'Business Law'*, Routledge (2011)
Adams, A, *'Law for Business Students'*, Longmans (2012)
Jones, L. *'Introduction to Business Law'*, Oxford (2011)
Roach, L. *'Card & James Business Law for Business, Accounts and Finance Students'*, Oxford (2012)
Macintyre, E, *'Essentials of Business Law'*, Longmans (2011)

MODULE SPECIFICATION FORM

Module Title: Negotiated Learning 3	Level: 6	Credit Value: 20
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Module code: BUS672	Semester(s) in which to be offered: 1 or 2	With effect from: Sept. 2011
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Subject: Business	Module Leader: Sandra King
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Module duration (contact hours/directed/directed private study): 10/190 hrs	Status: core/option/elective (identify programme where appropriate): Option
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Percentage taught by Subjects other than originating Subject (please name other Subjects): None

Programme(s) in which to be offered: BA Business Programme	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None
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<p>Module Aims:</p> <p>To provide a block of learning appropriate to the individual needs of a student plus one or more of the following:</p> <ol style="list-style-type: none"> To develop further an area of interest derived from other modules or work based experience for which there is no successive module or is not covered in sufficient depth in existing modules To provide the opportunity to study a topic independent of timetabling and/or at a different time of the year to other students.

Expected Learning Outcomes

At the end of this module, students should be able to:

Knowledge and Understanding:

On completion of this module the student will be able to:

1. Select with justification an area of study for development and reflection
2. Negotiate specific learning outcomes to include appropriate knowledge underpinning in dialogue with module tutor
3. Complete a piece of negotiated study in the form agreed and systematically analyse and reflect upon the knowledge base, relevant theory and concepts and the learning that has taken place
4. Produce a well expressed, logically sequenced account of tasks performed and the learning derived from them.

Transferable/Key Skills and other attributes:

Critical thinking
Problem solving
Communication
Interpersonal skills
Research

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). **Details of indicative assessment tasks must be included.**

Learning outcomes will be assessed using criteria established in a learning agreement between tutor and student which will provide the main vehicle for both self and tutor assessed learning.

Whilst the method of assessment is not specified in detail and is open to negotiation it must be: established in advance and contain a written element agreed by the subject tutor concerned to be commensurate with the requirements of other 20 credit modules at level 6 offered marked by a module tutor and internally verified.

This module may also provide a vehicle for the assessment of any other initiative or opportunity which may arise during the course of study which the tutor feels is appropriate for consideration as an alternative to a traditional 20 credit module.

The start date and duration of the module will depend upon the circumstances. Despite the flexibility inherent in this type of study it is anticipated that students will normally conform to the university's semester pattern. All work must however be completed in time for the results of assessment to be submitted to appropriate Assessment Board which meets in, June and September. It is recognised that in this 20 credit module the written outcome will reflect a normal words limit for a module of this size.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
Assessment 1	LO 1 - 4	Module report or assessment as indicated within the individual learning agreement	100%		5000 or equivalent

Learning and Teaching Strategies:

These will be appropriate to the topic selected for study. For example if some of the learning is reliant upon existing modules then the teaching and learning strategies will be of those modules. In other cases teaching and learning will largely be by directed personal study based on a combination of case studies, directed reading and personal (including work based) research.

Detail the proposal in the form of a "Learning Agreement" to:

Reflect on the learning in the module

Reflect on relevant theory, concepts and knowledge at an appropriate level

Record activities and experiences related to the module

The "Learning Agreement" is the document that will detail the student's personal programme of study.

The Agreement will be negotiated between the student, the module tutor and any other interested parties.

Syllabus outline:

The module content will be appropriate and individual to the topic selected for study. For example suitable material may be taken from a combination of internal or external sources. Suitable material may be combined from one or more related modules and be supplemented by case studies taken from industry or the service sector. Content will be negotiated between the participant, module director, appropriate academic staff and the Programme Leader, and detailed in a "Learning Agreement" (see teaching and learning strategies). There will be appropriate literary underpinning for the topic selected.

Bibliography

Recommended reading:

Jankowicz, A.D. (2005) *Business Research Projects (4th edn.)* London: Thomson Learning

Marshall, L. and Rowland R. (1998) *A Guide to Learning Independently (3rd edn)* Open University Press

Northedge, A. (2005) *The Good Study Guide*, Milton Keynes, Open University

Weaver, P. (2004) *Success in your Project: A Guide to Student System Development Projects*, Harlow, Pearson

MODULE SPECIFICATION FORM

Module Title:	Financial Reporting	Level:	6	Credit Value:	20
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Module code:BUS 682	Semester(s) in which to be offered:	1	With effect from:	Sept 2011
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Existing/ New:	New	Title of module being replaced (if any):	N/A
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Originating Subject:	Business	Module Leader:	Bethan Lloyd Jones
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Module duration (contact hours/directed private study):	200 hrs (60/60/80)	Status: core/option/elective (identify programme where appropriate):	Core (BA Business Accounting) Option (Other programmes)
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Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered:	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
BA Business Programme	Financial Accounting (Level5) Managing Finance and Information (Level 5) or equivalent	None

<p>Module Aims:</p> <p>To provide students with sufficient knowledge & understanding to apply the technical process involved in the preparation of complex financial statements in both a UK and International context</p>

Expected Learning Outcomes:

Knowledge and Understanding:

1. To prepare & analyse financial statements for single and group companies which comply with UK GAAP
2. To assess how international and recent developments impact on UK and International GAAP

Transferable/Key Skills and other attributes:

- To analyse situations and come up with alternative solutions
- To explain complex concepts
- To enhance numeracy skills
- To enhance writing and communication skills

Assessment (please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). **Details of indicative assessment should also be included.**

Assessments are designed to assess knowledge and understanding of key concepts and issues, and to examine the capacity of the student to research and assimilate information.

The use of an examination allows the student to demonstrate his/her ability to assimilate information and solve problems within a constrained time period.

Assessment number (use as appropriate)	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (if course work)
Assessment One:	2	Assignment (an individual piece of research)	30%		2,000
Assessment Two	1 & 2	Examination	70%	2 hours	

Learning and Teaching Strategies:

The learning and teaching strategy has at its heart the values and practices of Glyndŵr's learning and teaching strategy where students are encouraged to take responsibility for their own learning.

Learning will focus on developing the practical skills needed to prepare tax computations. This will be achieved by means of lectures, tutorials and directed study. The lectures will cover the theory of topics and will be underpinned by the tutorials which will very much based around in-class exercises so as to give the students sufficient 'hands-on' experience. Directed study will allow the students to enhance their understanding of the topics covered

Syllabus outline:

The UK and International Regulatory & Conceptual Frameworks; Preparation of single company accounts in compliance with UK GAAP; Preparation of Consolidated financial statements; Cash flow statements; Asset & liability valuation; Reporting Financial Performance; Recent developments in financial reporting

Essential Reading

ACCA *Paper F7 UK Financial Reporting*, Kaplan Publishing

Recommended Reading:

Elliott B & Elliott J (2007), *Financial Accounting & Reporting* 11th edition, FT/ Prentice Hall
Black G, (2003), *Students' Guide to Accounting and Financial Reporting Standards*, 9th edition, FT Prentice Hall
Holmes G & Sugden A, (2005) *Interpreting Company Reports and Accounts*, 9th edition, 2005 FT Prentice Hall
Roberts C, Weetman P & Gordon P, (2002) *International Financial Accounting –a Comparative Approach*, 2nd edition, FT Prentice Hall
Sutton T, *Corporate Financial Accounting and Reporting* 2nd edition, 2004, FT Prentice Hall