



London School of Commerce

**Programme Specification
for the**

Cardiff Metropolitan University

**Bachelor of Arts (Hons) in Business
Studies**

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1. Aims and Objectives

The principal aim of the programme is to produce students with the knowledge, skills and potential to embark on careers in management and the global business environment.

Educational aims

The principal aims are to:

- Develop a critical awareness and understanding of the main functional areas of business administration and the management process within a variety of institutional and organisational contexts.
- Produce a graduate with the necessary applied and intellectual skills and knowledge to make an effective contribution to an organisation as a junior/middle manager upon graduation.
- Develop in students a critical appreciation, comprehension and understanding of the roles managers undertake in the modern business world.
- Establish the foundation for future and continuing professional development.
- Provide students with the analytical and evaluative skills commensurate with degree level higher education. That is, to develop students' intellectual and imaginative powers, their understanding and judgement; their problem-solving skills; their ability to communicate; their ability to see relationships within what they have learned and to perceive their study of business in a broader perspective.

Objectives:

The above aims will be met by students developing their:

- understanding of how they learn and their ability to formulate new ideas,
- knowledge of, and ability to use, appropriate information systems,
- skills in numeracy to enable them to understand and use finance and accounting processes,
- ability to undertake investigations and to analyse the data and information gathered,
- ability to implement new ideas and strategies for the benefit of organisations,
- written and oral communication skills.

2. Programme Learning Outcomes

Programme outcomes describe what learners should know and be able to do by the end of the programme.

Knowledge, Understanding and Skills

Knowledge and Understanding

- A1 Individual and group behaviour within organisations
- A2 Demonstrate a broad and critical understanding of the global business context including its main institutional frameworks
- A3 The functional areas of business and management and the forces shaping the wider environment
- A4 Display an understanding of research in the area of business and management and its contribution to practice
- A5 The changing international context of business and the challenges this poses to

organisations and management

Cognitive Skills

- B1 Critically analyse and draw reasoned conclusions concerning complex structured, and to a more limited extent, unstructured, problems
- B2 Identify, extract and critically analyse and evaluate data from multiple sources for problem solving and decision making
- B3 Present arguments and make judgements which are supported by appropriate evidence
- B4 Demonstrate an ability to apply critical skills to the operation and practice of business and management within organisational contexts
- B5 Display an ability to adopt a broad perspective and to engage in informed criticism of existing business and management practices

Practical and Professional Skills

- C1 Manage own learning process
- C2 Describe business and professional practices in relation to its social, political and environmental context
- C3 Utilise their knowledge, understanding and skills to plan and successfully complete a business task
- C4 Work effectively , individually or as a part of a team, within a real or simulated business situation
- C5 Demonstrate an understanding of the ethical issues within the profession and also broader ethical issues facing the business community along with their implications

Transferable Skills

- D1 Take responsibility for their own learning and independently create and implement plans to achieve specific goals and objectives
- D2 Work in groups effectively by adopting appropriate roles and processes
- D3 Communicate effectively, orally and in writing, by selecting a format and style appropriate to the context
- D4 Select and apply quantitative and qualitative analysis techniques appropriate to the task to analyse and evaluate problems
- D5 Demonstrate competence in the application of standard business IT applications
- D6 Reflect on their learning actions and be culturally sensitive and aware
- D7 Develop the skills of the reflective practitioner

3. Mapping matrix of Programme Learning Outcomes and Module Learning Outcomes

Mapping of learning outcomes		Programmes learning outcomes																							
Subject	Credit value	Knowledge and Understanding					Cognitive Skills					Practical and Professional Skills					Transferable Skills								
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7		
Semester 1																									
Marketing Management	20			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Managing Information and Technology	20		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>			
Quantitative Techniques in Business	20			<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
Semester 2																									
Business Accounting	20		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
Managerial Economics	20		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
Organisational Behaviour	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	
Semester 3																									
Human Resource Management	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Project Management	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
Personal Managerial Effectiveness	20	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
Semester 4																									
Business Research Methodologies	20				<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
International Business	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Financial Management and Analysis	20		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
Semester 5																									
Entrepreneurship	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strategic Management	20		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Semester 6																									
Innovation and Technology	20		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

Management																								
Integrated Case Study Analysis	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plus - Dissertation	40	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Or Business Project	40	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Programme Structure

Students will study 12 modules of 20 CAT points per module at levels 4 and 5 of the programme; and at semesters 5 and 6, 4 modules of 20 CAT points per module and a 40 CAT points Dissertation or Project module.

Level 4 – introduces the students to basic principles and the technical language associated with business and management in the UK based upon the global environment. The modules are designed to provide a broad base on the fundamental concepts related to these areas.

Level 5 – advances students' knowledge of the corporate framework under which business operates and their understanding of the disciplines associated with contemporary management. Knowledge and skills are developed in human resource systems and project management.

Level 6 – The modules further develops knowledge gained at levels 4 and 5 – in particular the focus is upon planning and designing strategies for the purpose of achieving the objectives and goals of the organisation and ultimately, the vision and mission of the organisation. They also aim to develop the knowledge and skills required to be an independent entrepreneur, capable of running one's own business.

5. Teaching and Learning Methods

Delivery of the curricular material will be through a variety of methods in order to reach all students effectively. These can include the use of lectures, tutorials, seminars, consultations, guest lectures, directed learning, case studies and practical workshops. At undergraduate level the teaching strategy includes a staged movement from an initial focus on directed learning to the student taking greater incremental responsibility for their learning as they progress through the programme.

Learning Strategies

Students are expected to take greater responsibility for their own learning as they progress through their programme. The course structure and the proposed teaching strategies are designed to encourage this development. The student-centred approach is encouraged through the use of specific teaching strategies; case studies; projects; practical exercises, supplemented by the use of appropriate support materials; videos; computer software; etc. Active engagement with the subject material enhances learning and many of the learning strategies used attempt to promote this. Students are encouraged to adopt a self-managed approach to their learning.

6. Assessment Strategies

Assessment of knowledge and understanding at undergraduate level is achieved through a variety of methods. These can include written examinations (seen/unseen, open book, essays/short answers), essays, practical assessments, presentations and dissertations/project reports. Assessment tasks are designed to support the development of initial learning skills and are extended to include greater requirement for individualised development as the student progresses through the programme. Learning and assessment tasks culminate in the production of a Dissertation or Project in semester 6. This substantial piece of sustained work focuses on the individual development of career and professional development as well as providing the opportunity for the undertaking and completion of an academically focussed piece of writing. The learning and assessment strategy therefore emphasises the demonstration of the acquiring of knowledge and the demonstration of understanding of

concepts and discipline related theory and applied practice in a variety of assessment tasks appropriate to each undergraduate level.

Assessment of cognitive skills is integrated throughout all modules.

Students are encouraged to use a wide range of quality information sources as the evidence base for assessments and in-class activities. Use of higher order skills of critique, analysis, evaluation and synthesis are a requirement of module assessment outcomes.

Lecturers utilise formative and summative assessment methods during the programme which are appropriate to their module. These can range from providing feedback on presentations given in class, or exercises undertaken individually or in groups, to self-marked practice questions via a detailed marking scheme provided to students, multiple choice questions via the virtual learning environment (Student Portal) or other means as appropriate.

Management of Assessment Strategy

The management of assessment strategy varies practically from module to module. Where assessment is based on examinations instruction is incorporated into lectures and seminar sessions to ensure that students manage their time effectively, address issues and questions raised in the examination, design their answers in a structured way and focus upon key requirements of the question paper.

The management of assignments as part of the assessment strategy is placed within the time frame for the undertaking of the assignment. Semester long assignment tasks are outlined at the commencement of the semester and their progress is monitored during the semester by module leaders or tutors responsible for the assignment. Formative feedback is given as appropriate during the assignment period and this is given through electronic means or in face to face individual or group discussion.

Presentation and workshop assessment strategy is managed according to whether formative or summative assessment is utilised within the management and evaluation of tasks set. Feedback is given where formative assessment is used and particularly relates to presentations given by groups or individuals. Feedback is also used to monitor the continued development of 40 credit value modules (dissertation and business development projects) and this is timetabled into the development period for the module.

Case Study development, Dissertation, and Business Project proposals are managed similarly to the monitoring of assignments utilising both face to face and electronic means of communicating to each student. Formative support and guidance is given to students through timetabled tutorial and consultation sessions with tutors. Tutorial surgeries are also conducted between module tutors/programme leader and students to examine specific developmental aspects of student performance and working.

Where student absence occurs the LSC biometric attendance registers trigger a formal notification to the student and to Programme Administrators. This process ensures that attendance requirements are monitored and that the student understands the level of commitment which is needed to successfully meet the assessment standards and deadlines set within the programme.

7. Module Descriptors

Module Title

Marketing Management

Aim(s)

This module aims to introduce students to marketing concepts, the environmental and organisational factors that shape marketing decisions. It examines the role of marketing decisions in a variety of settings including manufacturing and service firms, consumer and business markets, profit and non profit organisations, domestic and global companies and small and large businesses.

Students will develop a solid understanding of the relationship between business strategy and the decision areas under marketing responsibility. They will apply tools and conceptual models for understanding customers, competition and relevant environmental issues. They will also develop insights into the creative selection of target markets and making marketing mix decisions to meet the needs of selected target markets. This module will also provide a foundation for subjects on the diploma and advanced diploma leading to the degree.

Module Title

Managing Information and Technology

Aim(s)

This module involves a comprehensive study of the use of information systems for management. The module focuses on the development and effective use of management information systems in today's companies' decision-making and examination of traditional information systems development from the end-user's perspective. Emphasis will be on the understanding and practical application of information systems to enhance the organisation's effectiveness in achieving its goals.

The aims of this module are to:-

- enable students to understand the use of applications software
- develop individual applications that solve business problems.
- Investigate the opportunities and problems associated with computer-based management information system provide the background for determining the usefulness of computers to assist management in the planning and control of business operations.

Module Title

Quantitative Techniques in Business

Aim(s)

The purpose of this module is to develop the student's ability to use mathematics and statistics to solve business problems. The module is designed to provide a firm foundation in statistics and commonly used quantitative methods, which will prove useful in helping students to understand and appreciate other modules in Business Studies programme.

Students will be encouraged to use appropriate computer software to present and analyse statistical data in the context of quality production and business related problems.

Module Title

Business Accounting

Aim(s)

This module is designed to introduce students to the nature, function, concepts, theory and method of financial accounting. It aims to develop students' ability to handle accounting data and to prepare financial statements.

The module also examines the role of accounting theory and current debates on alternative approaches that challenge traditional concepts. It analyses the search for a conceptual framework and reviews the limitations of current accounting practices. Students will develop a broad understanding of corporate social reporting.

In addition, the module focuses on the provision of accounting information for managerial control and decision-making, related to planning and budgeting, variance analysis and performance evaluation. Students will learn accounting control techniques relevant to the effective and efficient management of an organisation. The module also covers the role of accounting in evaluating divisional performance, in planning and controlling marketing campaigns and in the management of advanced production technology, together with the increased application of information technology to financial systems.

Module Title

Managerial Economics

Aim(s)

The aims of this module are to:-

- ensure that students understand the working of the market system, the case for free markets and the causes of market failure
- learn how to apply the tools of microeconomics to analyse social and economic issues.
- explore the historical basis of economic thought and the methodology and techniques of microeconomics.

Through case analysis and examples, students will be encouraged to apply appropriate theoretical models to understand problems and to make predictions of effects of particular actions. The module also aims to enhance students' critical awareness of the limitations of microeconomics for analysing the behaviour of consumers, firms and markets. This module serves as a foundation for understanding the relationship between microeconomic analysis and the economic policies of governments. The module focuses on the application of microeconomic concepts to the analysis of the firm using the Structure-Conduct-Performance Paradigm. The module examines how areas of market structure, market conduct and market performance affects the firm in the competitive marketplace. The focus is on applying economic thinking to private firms, yet many of the analytical methods are applicable to the non-profit sector.

The module also introduces students to broad macroeconomic issues as they relate to the collective roles of households, businesses and governments. It analyses the broad sectors of the economy and demonstrates how these interact to create the movements in output, employment, inflation and interest rates.

This module will enable students to learn about integrating management with economics. It will provide the basic economic theory that applies to issues of demand, supply, production, costs, market structure, pricing and regulation. The module aims to introduce the underlying economic concepts while exploring the dynamics of situations and aiding students in their ability to make better management decisions.

Module Title

Organisational Behaviour

Aim(s)

This module examines fundamental management theories and traditional managerial responsibilities in formal and informal organisational structures. Planning, organising, directing, controlling and staffing are explored.

The module presents a thorough and systematic coverage of management theory and practice. It focuses on the basic roles, skills and functions of management, with special attention to managerial responsibility for the effective and efficient achievement of goals. Special attention is given to social responsibility, managerial ethics, and the importance of multi-national organisations.

This module also aims to introduce students to the history of reflections on ethics in the Western business world. It also focuses on providing students with a workable model of ethical decision making, helping them to practice as a professional or businessperson in an ethically responsible manner.

Module Title

Human Resources Management

Aim(s)

This module is designed to provide students with an in-depth knowledge and understanding of the conceptual frameworks of, and challenges to, human resource management.

Whilst the module does not have a specialist vocational orientation, it starts with the basic premise that every manager should be a human resource manager. From this perspective students will develop their understanding of academic and practical concepts through a review and of appropriate academic and practitioner journals.

After an introduction to models of HRM and personnel management students will develop an appreciation of the strategic, personnel, cultural and structural issues relation to human resource management. Students will draw on their knowledge from cognate modules to develop their understanding of the practical aspects of human resources issues confronting managers.

Module Title

Project Management

Aim(s)

This module is designed to give students an opportunity to be an individual contributor, working on a project team to define, plan and manage a project. Particular focus is given to hands-on practice of the processes, developing a project plan, and using project management software to build and then present the project team results in class with a debrief of key points.

This module introduces Project Management and identifies the tools and techniques to resolve problems associated with bringing projects in on time and within an established budget. Discussion will include topics such as project scheduling, PERT/CPM, resource levelling, team dynamics and cost estimates. The student will learn how to develop project proposals and project reports

The student will learn the primary elements of Project Management to such an extent that he/she is able to develop a detailed project plan for a small or large- scale project. Additionally, the student will become familiar with negotiation, team building and quantitative estimation skills.

This module also focuses on both the manufacturing and service businesses and the internal and external operations involved at all levels of the supply chain in a global environment. Students will learn how the coordination of all the functions within these operations impacts on the movement and delivery of goods and/or services to the right place at the right time. Emphasis is placed on the importance of adopting a “total systems” approach by the firm and its networks, which enhance the value adding activities of the supply chain and its logistical application to achieve customer satisfaction. The module also demonstrates the strategic importance of developing and implementing comprehensive operations for both these types of business.

Module Title

Personal Managerial Effectiveness

Aim(s)

This module deals with theories and practices relevant to personal and managerial competencies, including how managers learn, individual learning styles, developing specific managerial competencies, learning to learn, self management, integrating managerial competencies with management development and facilitating a learning environment.

It also provides students with an opportunity to create a plan for developing the abilities associated with superior managerial performance. It provides an orientation to the self-directed, active learning methods of the entire program. This course explores contemporary ideas on effective leadership and management. Team exercises, case studies and assessment tools provide the framework for learning. The module also provides insights from psychology into managing people in various settings, including small enterprises, public and not-for-profit organisations and large corporations.

Module Title

Business Research Methodologies

Aim(s)

The module aims to introduce and develop the skills needed to conceptualise a problem, make use of available literature, design a research strategy, evaluate, organise, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues.

The module aims to:-

- prepare students to continue their own professional education,
- contribute to the development of their profession as a whole, and
- maintain their service to clients at a standard commensurate with the current level of knowledge in the subject.

The module surveys the basic processes of research methodology as practiced in the social sciences and business. Underlying principles of science and logic are emphasised and special attention is directed toward the recognition of common sources of error and bias in the implementation and interpretation of research studies as they affect the outcome of research utilisation.

Module Title

International Business

Aim(s)

This module aims to provide a comprehensive approach to international business issues and their relationship to domestic practice.

Module Title

Financial Management Analysis

Aim(s)

This module provides a comprehensive coverage of financial management from a corporate perspective, together with a comprehensive coverage of elementary financial mathematics. It includes the core objectives of corporate financial management, and the application of a range of analytical techniques and technologies, including financial mathematics, computer spreadsheet models and electronic calculator routines, to investment, financing and dividend decisions. The module also covers the impact of different income tax systems on investment evaluation from both a corporate and shareholder perspective.

Module Title

Entrepreneurship

Aim(s)

The module aims to consider and evaluate the business concepts, personal development, and process skills needed to be successful in an entrepreneurship/small business venture. The module also seeks to encourage and consolidate in each student abilities and capabilities which upon completion of the module will provide them with a foundation of skills and knowledge that will enable them to effectively evaluate new venture opportunities and increase their odds of successfully starting a business.

The central focus of the module is the critical role of opportunity creation and recognition, and the entrepreneur, as the principal success factors in starting and growing a new venture. This is especially relevant for aspiring entrepreneurs launching and growing profitable businesses.

Module Title

Strategic Management

Aim(s)

This module is the major integrative element in the final phase of business studies courses. It builds on the knowledge and skills acquired in earlier modules to enhance critical awareness of senior management decision-making. It addresses strategic management as a complex agenda of fundamental questions and problems that concern organisations and their future development. In order to address this complexity and generate a richer picture of organisations, the module also considers the context or environment in which an organisation performs and the individuals whose actions help shape organisational performance.

Module Title

Innovation and Technology Management

Aim(s)

This integrative module aims to develop critical awareness of contemporary issues in international business. It aims to provide students with an understanding of the ways in which technology is brought to market. It does this by focusing on key technology management topics from the standpoint of an established business as well as new entrepreneurial ventures. Strong emphasis is placed on frameworks and methods that are both theoretically sound and practically useful. It will provide students with both an understanding of the issues and the practical means of dealing with them in a business context.

In this module students will discover and consider how to identify, discuss, evaluate and avoid the common pitfalls in managing innovation. It examines how large and small organisations have to fundamentally reorganise in order to innovate speedily and successfully. It assesses in what ways and to what extent globalisation has affected production, governance, societies and human knowledge and exposes students to developments in innovation management. Against the contemporary issues of the day, it encourages students to consider alternative measures and evaluate the technical and political challenges of their implementation.

Module Title

Integrated Case Study Analysis

Aim(s)

This module exclusively focuses on enabling students to review practical business problems and proposing solutions to these problems. Students will be required to solve cases and justify the solutions that have been put forward from an available pool of different solutions. Students will focus on decision making and ensuring that developing the viability of their responses becomes a key element of their skill sets.

Module Title

Dissertation

Aim(s)

The dissertation is deemed valuable for the development of higher cognitive skills and is intended to provide students the opportunity to work independently in an area of specific interest. Thus students take a more active role in the learning process. It is seen as a major integrating force and an academic challenge for the student as is reflected by its prominence in the final year. The module is intended to enable the students to improve their abilities of independent working, skills in original and critical thinking and methods of research design, data collection, analysis and presentation.

Module Title

Business Project

Aim(s)

The aims and objectives of the business case module are fourfold:

- to enable the student to integrate the knowledge acquired in the taught modules at Levels 4, 5 and 6, of the programme;
- to develop the ability to apply that knowledge to the analysis and solution of the kinds of business and management problems that are encountered in the development of a viable and persuasive business proposal
- to develop the skills to communicate proposed solutions and the rationale behind them to an audience of potential investors;
- to present a plan of action on the basis of the research and speak persuasively with respect to the feasibility of the action and the likelihood of it leading to business success.