VALIDATION DOCUMENT

Master of Business Administration

Master of Business Administration

(Wednesday, 19 March 2008)

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I. PROGRAMME EVALUATION DOCUMENT

1. Context leading to the new programme's development

The MBA is the main postgraduate qualification offered by Business Schools across the globe. It has a unique status amongst masters programmes and is specifically dealt with in the QAA Business and Management benchmarking statement. The QAA recognises that business and management education is an essential ingredient to the health and productivity of national and global economies. Managers and business people benefit from professional education and development, becoming more effective and enterprising and therefore more able to assist their organisations to be competitive in a knowledge-based global economy.

In the QAA statement, the MBA is defined as "a career development generalist programme for those who have significant post-graduation and relevant work experience on which the learning process should build". The recommended experience required will be *at least two years*, but this is not typical as most entrants will have substantially more than this. MBA/MPA programmes emphasise leadership through strategic management.

MBA programmes have a strategic focus while the skills component should develop an enterprise culture. The learning and teaching methods are therefore likely to be intensive and challenging with an expectation of considerable autonomous learning. In addition to being familiar with recent research, MBA graduates will also be familiar with leading-edge practice based on rigorous evidence. MBA programmes include a significant group work element during which participants should be able to develop further their own knowledge and experience through drawing on the experiences of others.

The decision to offer an MBA has been identified as a strategic imperative for the Business School and the course features in the prospectus for September 2008.

Alongside the MBA, Winchester Business School offers an MSc in Business Management, with pathways in Finance, International Business and Marketing.

The structure of the MBA offers the possibility to share some optional modules with the MSc in Business Management as well as modules from other faculties and departments. The MPA would require specialist public sector management modules to be included in the option stage.

Anticipated structure:

Core modules:	120 credits
Optional modules:	20 credits
Dissertation/management project:	40 credits

This programme design allows opportunities for other departments and faculties to offer routes within the MBA programme. This document contains one option module in Global Sports Marketing, but the programme can develop to include modules in creative industries management, education management, etc. This will improve the marketing of the programme and appeal to the University's alumni.

MSc in Business Management	MBA
Generalist	Generalist
Career entry	Career development, change or acceleration
Pre-experience, career preparation	Post-experience (minimum 2 years)
Recent graduates but some mature entry	Only mature entry students
First degree in any discipline	First degree in any discipline
General B and M subjects	General B and M subjects
Possible (minor) specialism or focus	Strategic and integrated focus
More theoretical approach	Professional (practical) orientation

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

Summary Table of Research Outputs, 2001-2007

Types of output	2001	2002	2003	2004	2005	2006	2007
Books, chapters	4	1	1	2	1	5	**2**
Published Conference proceedings	0	7	6	3	5	6	**8**
Journals	7	6	3	4	2	7	**11**
Other presentations	2	5	3	4	4	8	**15**
Totals	**13**	**19**	**13**	**13**	**12**	**26**	**36**

Winchester Business School Strategy

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

- Increase the annual intake of full time/part time postgraduate students to 30 FTE over the plan period.

- Seek to recruit and serve an increasing number of our students from overseas countries.

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

- significant growth in the area of taught postgraduate provision (2.2)

- substantial growth in the number of international students (2.10.1)

- expansion of the number of international students studying postgraduate taught Masters by developing new programmes targeted at international markets (2.10.2)..

Consultations with individuals and institutions undertaken to refine the proposal

Internal

Invitations to participate in the design of the MBA resulted in four group meetings, each of two hours, and the creation of a MBA planning module on the Learning Network, where staff could submit ideas to one another, revise and rework modules online, and use the LN as a repository for relevant documentation for resources from this and other universities and agencies. This key documentation included items such as academic regulations, QAA benchmark statements, draft module descriptors and similar programme documents from other institutions.

External

Extensive consultations on the proposed MBA programme have taken place with employers locally and regionally, including both private sector companies and public sector organisations. Since joining the Business School in September 2007, Professor Neil Marriott has spearheaded this programme of engagement, seeking both to inform the business community about forthcoming developments and seeking their advice on skills needs and the proposed MBA structure. An example of one such engagement was Professor Marriott's presentation in February 2008 to 'The People Management Breakfast' organised by North Hampshire Chamber of Commerce and Industry, and Dutton Gregory Solicitors. This presentation covered the MBA proposal itself and the potential for postgraduate student placements in local businesses. Both the MBA programme structure and the idea of offering opportunities for student placements were endorsed by several of those present at the breakfast. Overall this consultation process has indicated widespread support and demand for what is being proposed, with several employers indicating a desire to make contributions to the programme. In designing the programme close attention has been paid to the perceived needs of business in Hampshire as well as national and international expectations of the essential features of a successful MBA programme. Contribution of the new programme to the Faculty's provision

The proposed programme will:

- add to the range of taught Masters programmes offered within the faculty

- provide career developing business management programmes offered by Winchester Business School group that range from Foundation to Masters degree.

- complement the *MA Management of Contemporary Global Issues*, *MA International Communication*, and *MSc Business Management*. All of these programmes are located, at least in part, in the management field. It should be noted that a number of designated option modules in this submission are validated modules offered on these existing programmes. The proposed programme also shares with these programmes an international agenda as a clear and distinctive focus.

1.1. Connection with existing Masters programmes

The new programme will share some optional modules with the *MA Managing Contemporary Global Issues* and with *MA International Communication* and will thus be a means of widening the Faculty's provision in a resource-efficient way.

1.2. Marketing issues

It is recognised that the MBA market in the UK is now quite saturated, but a Business School without MBA programme is still a rarity. For the vast majority of Business Schools, the MBA is seen as the flagship award and the main offering at postgraduate level. To launch a

Business School without a MBA would be seen as very unusual and impinge on it's academic credibility.

Full time MBA students are almost entirely recruited from overseas, mainly from China and the former colonial states in the Far East, India and Africa. The Chinese market remains buoyant as the economy prospers and state sponsored higher education continues to be rationed. A recent visit by Nigel Paterson to India confirmed that the MBA qualification still has currency. Developing economies such as Thailand, Vietnam and the accession states of Eastern Europe are new markets for the MBA. All overseas markets are volatile and many full time MBA programmes are only now recovering from the impact of 9/11.

MBA programmes are very price sensitive. Price is influenced by the reputation of the institution, nearness to London and accreditation.

The relative size of full time programmes at post-1992 universities varies enormously. Accredited programmes (such as by the Association of MBAs, EQUIIS, AAASB) can charge premium fees, but entry constraints (including entry standards and cohort composition) often result in smaller cohort sizes, typically less than 20. (For example, AMBA students are expected to have a minimum of three years appropriate work experience and the student body as a whole should average at least four years relevant experience; cohorts have to demonstrate a broad mix of disciplines, job functions, cultures etc; there are restrictions on the availability of accredited prior learning.) At some pre-1992 universities and at post-1992 universities without accreditation, cohort sizes in excess of 100 students are commonplace.

The average fee charged from our immediate competitor institutions is over £12000 (n=10). Many institutions charge a headline fee, but offer sizeable bursaries to alumni and/or to overseas students paying substantial deposits. For example, Portsmouth advertises a reduction of 20% to alumni. A fee reduction equivalent to any deposit paid is also quite commonplace as the absence of any central admission system results in multiple applications in an unmanaged market. Conversion rates of less than 10% are experienced where deposit-bursary schemes are not operated.

The rationale for the part time MBA is also strong. There is a "cold spot" in the North Hampshire area and a MBA would not face any immediate local competition. The main competitor for all UK MBA programmes is the Open University, which has over 12,000 students.

The market that is most poorly served by Winchester Business School and other universities in the area is the public sector. The future development of an MPA route, built on key parts of the current MBA proposal, is planned. The present proposal, by including the optional module on **Managing Change in the Public Sector** is likely to appeal to public sector managers.

Plymouth Business School operate a MBA top-up for their Master of Business Management graduates. The possibility of including a top-up route from the existing MSc Business Management at Winchester will be explored at a later date. This would require students to undertake a minimum of two years work experience to comply with QAA benchmarks. The top-up could take the form of a condensed taught element and a project portfolio.

As MBA programmes require work experience then advanced standing for students with the Chartered Management Institute (CMI) is available. The CMI has its own qualification and while many members will have a MBA, many do not. It would therefore be sensible to offer CMI members either advanced standing onto the MBA/MPA programme or to offer suitable CMI candidates the top-up route once established.

The applied nature of the MBA qualification means that it should also be possible for business managers with significant previous experience and seniority to join the programme

even if they do not have a first degree. However, these candidates would be required to complete an appropriate test of competence such as a short academic piece of work and/or presentation about a current business issue/problem.

Modern business management requires an appreciation of global issues. One way of accomplishing this is to include an international visit to businesses operating in different cultures and in different economic settings. The accession states of Eastern Europe represent excellent areas to explore and to expand the minds of MBA students. This visit can be a focal point in internationalising the curriculum and is a value added feature for students. Other visits can be linked to individual modules such as the City of London (Lloyds, Stock Exchange Bank of England, etc.) for finance/accounting. Apart from the educational advantages, these visits also act as excellent PR opportunities.

Attempting to appeal to mature students with work experience also means that a more "professional" learning experience is required. For example, it is commonplace for MBA students to receive at least one textbook for each main module as part of the course fee. MBA folders, backpacks, memory sticks with course materials, etc. are all relatively cost effective methods of enhancing the perceptions of quality and value for money for students who are paying a premium price for their course.

Most managers receiving training in the work environment also expect to pay one price for the course fee and accommodation. This all-in-one pricing can assist in the marketing of the course. Overseas students are given priority for University accommodation in any event, so effectively this would be just a method of presenting the student with a single price for the service that they are already receiving.

II. PROGRAMME DESIGN DOCUMENT

A. THE PROGRAMME SPECIFICATION

Prospectus information

1.	**Awarding Institution**	The University of Winchester
2.	**Teaching Institution**	The University of Winchester
3.	**Programme Accredited By**	The University of Winchester
4.	**Final Award** **Level of Award**	Postgraduate Certificate in Business Administration Postgraduate Diploma in Business Administration Master of Business Administration Postgraduate
5.	**Programme Title**	Master of Business Administration Master of Public Administration
6.	**Application code**	To be allocated
7.	**Relevant QAA Subject Benchmarking Group**	*Masters awards in business and management* benchmarking document
8.	**Entry Requirements** **English language level** requirements for non-native speakers (for all awards) **Cultural awareness and Equal Opportunities**	At least 2.2 at BA (Hons), or equivalent professional qualification, for the Certificate, Diploma and Masters programmes. Special consideration will be given to managers with significant work experience and who have reached a level of seniority in their organisation. If these managers are unable to offer a formal qualification then test of competence will be completed to ensure they are suitable to join the programme. Overall Band 6.5 including 6 in academic writing; Applicants with IELTS Overall Band 6.0 or those with Overall Band 6.5 but not including 6 in academic writing are eligible if they take Pre-sessional Course B. The Business School and the Course Team fully subscribe to the University policies on these matters.
9.	**Date programme specification produced/revised**	Tuesday, 18 March 2008

10. Educational Aims of the Programme

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

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

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

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

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

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

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

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

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

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

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

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

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

11. Learning and teaching strategy

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

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

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

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

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

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

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

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

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

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

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

12.   Summary of Assessment strategy

The assessment strategy for the programme as a whole seeks

- To utilise a judicious blend of assessment methods including essays, reports, presentations, practical exercises, time-constrained assignments

- To ensure that in each module, the contribution of any individual student will be clearly identified to ensure that learning objectives have been internalised and met

- To give timely feedback in order to assist students make progress in their intellectual journeys by incorporating the lessons learnt from one assignment activity to subsequent ones.

- To deploy alternative forms of assessment that may be utilised on particular occasions to accommodate the needs of students with particular disabilities provided that the overall objectives of the programme are met.

- To explore ways in which project and work-experience elements be conjointly assessed in the assessment of innovative modules which make use of students' developing consultancy skills (in the *Business Consulting* single module). This will extend the team's prior experience of assessing undergraduate modules in the WBL (Work Based Learning) mode.

The detail of these assessment strategies is explained in more detail in *Learning and Teaching Strategy* on p.18.

13. Reference Points & Engagement with the academic infrastructure

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

Assessment Strategy 2002

Business Management Group *Ethics Framework* 2006-07

Common Academic Regulations for Taught Masters Programmes

Disability Policy

Equal Opportunities Policy

Freedom of Information Act – Publication Scheme for the University of Winchester

Guidelines for Staff on Disabled Students' Learning

Guidelines for staff on supporting students

Guidelines for staff on Supporting Students with Dyslexia and other additional Learning Needs

Internet and Email Policy

Learning and Teaching Strategy 2006-2011

Moderation of Assessed Work

Plagiarism – A Student Guide

Religion or Belief Discrimination Guidelines for Staff

Research and Knowledge Transfer Ethics Policy

Semester Dates 2005/06 – 2009/10

Sexual Orientation Discrimination Guidelines for Staff

Sexual Orientation Discrimination Guidelines for Students

Support for International Students

Timeliness of Return of Student Assessed Work

University Response to the Requirements of the Disability Discrimination Act

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

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

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

- Cultural awareness (see the final Section H of this document)

- Support for international students
  This is reflected in
    - The programme philosophy (page 18)
    - The learning and teaching strategy
    - The forms of assessment
    - The programme induction
    - The module content and learning outcomes.

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

The University Learning and Teaching Strategy makes specific reference to the
need to build upon the abilities to document, audit and actively reflect upon their own learning styles and learning practices
which reflects the spirit and philosophy of the PDP provisions at undergraduate level. As PDP experience develops within the institution, MSc students will be encouraged to incorporate elements of such planning into their own career planning

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

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

Recruitment Strategy

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

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

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

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

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

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

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

Generic programme structure

PG Cert/ PG Dip	Leadership in a changing world	20 credits	60/120 credits
	Managing information for decision making	20 credits	
	Understanding markets	20 credits	
	Building success though relationships	20 credits	
	Strategic financial management	20 credits	
	Research methods in business	20 credits	
	(1 option drawn from)	20 credits	
	Business consulting	20 credits	
	Global sports marketing	20 credits	
	Socio-cultural analysis of global issues	20 credits	
	Managing change in the public services	20 credits	
MBA	Dissertation	40 credits	40 credits

Total 180 credits

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

Full-time student			Semester
Session 1	**Session 2**	**Session 3**	
Leadership in a changing world	Managing information for decision making	Understanding markets	**1**
Business success through relationships	Strategic financial management	Option	**2**
Research Methods in Business			
Dissertation			**June-Sept**
			3
			4
			June-Sept

- As there are no modules with precursors, part time students can complete modules in any order apart from the *Research methods in business* and *Dissertation*. Two modules will be scheduled for the same day to enable part time students to complete the programme within two years of study.

- Optional subjects may be taken in any order.

- For full-time students, the Dissertation preparation will be initiated by the Research Methods in Business (core) module but more intensive work will be undertaken in the June-September period, enabling them to complete the programme in one calendar year.   For part-time students, the Dissertation preparation is split over two calendar years (essentially half the amount of work in double the amount of time) but the first June-September period will be utilised for preparatory literature review before the Research Methods in Business module is run in Semester 3 (Autumn term). Thus full-time and part-time students will receive the same amount of tuition and devote similar amounts of time to the Dissertation.

- All part-time students will be counselled in order to determine the pattern that best enables them to reconcile their various commitments.

Identification of tutors

Core modules	Leadership in a changing world	Katrina Easterling Richard Graham
	Managing information for decision making	Chris Grover Dr. David Rush
	Understanding markets	Ross Catterall Elwyn Cox
	Building success though relationships	Elwyn Cox Malek Azizeh
	Strategic financial management	Julia Burgess Ross Catterall George Filis
Research methods module	Research methods in business	Chris Grover Prof. Dan Remeny Prof. Gary Akehurst
Optional modules[1]	Business consulting	Mike Davies
	Global sports marketing	Elwyn Cox
	Socio-cultural analysis of global issues	Dr. Paul Sheeran
	Managing change in the public services	David Clark Prof. Neil Marriott
Dissertation	Dissertation	All staff

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

16. Criteria for admission

Admission to an M-credit Level programme of study shall normally be subject to applicants holding a relevant honours degree obtained at a recognised institution. Other qualifications

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[1] Not all the optional modules will be available to students within any given year.

may be appropriate evidence for admission to a programme of study. Such evidence in the form of prior learning or prior experiential learning shall be considered and approved by the Faculty AP(E)L Board. Holders of Postgraduate Diplomas meeting the criteria of the CIPD (120 M-level credits) or the CIM (60 M-level credits) may enter at the appropriate stage.

Specific programme criteria

Since the programme is non specialist in nature, a first degree of at least 2nd class standard in any undergraduate programme from a recognised university is satisfactory. Students with a cognate degree (in a business-related area) will receive an invitation, where feasible, to attend an interview to ensure that the Winchester programme most fully fits their needs. Mature students who offer equivalent qualification will be interviewed on an individual basis to ensure that they meet the criteria for a Master's programme of study. In exceptional cases, senior managers with extensive work experience but without formal qualifications may be considered for entry to the programme. In all such cases, applicants must complete an appropriate test of competence to ensure they will be able to cope with the academic demands of the programme.

17. Quality Management and Enhancement

Quality Control at Programme Level

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

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

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

Quality Control at Module Level

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

Quality Control at Staff Level

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

Quality Control at University Level

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

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

Declaration:

The programme conforms to the University's Common *Academic Regulations for Taught Masters Programmes* in all known respects, save for one deviation. The minimum period of registration for a part-time student shall be reduced for students who are able to obtain sufficient release from their work to permit study at a faster pace than envisaged in Progression Modelling for full- and part-time provision on p.13.

B. THE PROGRAMME PHILOSOPHY

The MBA at Winchester is designed for individuals wishing to progress to a strategic management level or for those wishing to broaden their skills within their current role. The programme is structured to provide a firm foundation in core management disciplines and to develop the strategic expertise essential for the effective senior manager.

It provides a blend of academic theory with business and management practice to ensure that the knowledge acquired can be readily transferred to the workplace. The programme's structure conforms to the Quality Assurance Agency (QAA) benchmarks for MBA programmes and follows the 'Dublin descriptors' for Masters' level studies, which establish common standards for European higher education following the 1999 Bologna agreement.

The QAA benchmark expects MBA graduates to gain knowledge and develop understanding in the following areas:

markets - the development and operation of markets for resources, goods and services

customers - customer expectations, service and orientation

finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications

people - the management and development of people within organisations

operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations

communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management

business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests

pervasive issues - these would include sustainability, globalisation, corporate social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.

A Master of Business Administration is taught to ensure a practical orientation, with a focus on strategy and integration of thinking across an entire organisation. Teaching is highly interactive and this depends on putting students' previous business experience into a context that informs all members of the cohort.

Various teaching methods are used for core and elective modules, dependent on the nature of the subject and the size of the group. These methods include lectures, case studies, syndicate work, role-playing, business games, group presentations and seminars.

Syndicate and group work is encouraged to enable participants to benefit from the varied backgrounds and experience of other cohort members. Guest speakers and alumni may also be invited in order to enrich the content of the programme and the diversity of experience. Students are supported in their personal development by group and individual sessions to help them develop their own Personal Development Plan

1. Distinctive characteristics of the Winchester MBA

MBA programmes are generalist degrees and conforming to the relevant QAA benchmark statement results in quite similar content being taught in schemes across the UK. What is distinctive about the Winchester MBA is that the academic team have chosen to merge topics to provide a strategic orientation to everything that is taught. The team have chosen not to teach a separate module in business strategy, but to encompass strategic elements to any of the topics that are delivered.

The option courses provide an opportunity to provide a distinctive flavour to the MBA. The inclusion of *Socio-cultural analysis of global issues* builds on an area for which Winchester has an increasing reputation. While studying *Global sports marketing* is a timely inclusion for managers working in the sports industry especially in the run up to the London Olympic Games. The *Business consulting* module provides a valuable opportunity to work in industry to apply some of the theories studied in a practical context. This will appeal to international students and provide a tangible value added service to the local business community. Finally, *Managing change in the public services* will appeal to the local market with many public services organisations located in Winchester, and provides a future opportunity for the development of a distinctive MPA programme.

Generic learning outcomes for the course as a whole

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

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

2. Learning, teaching and assessment strategies

2.1. Learning and Teaching Strategy

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

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

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

Scholarship skills

Technical Skills

Inter-Relationship skills

(elaborated in Section 2.4 Assessment Matrix) on p.23)

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

- The '*Distinctive Characteristics of the Winchester MBA'* directly inform the details of the strategy outlined above

- The international experience of the teaching team both in terms of work experience and conference presentation runs both wide and deep

- Membership of the Higher Education Academy subject groups (specifically the BMAF – *Business, Management, Accountancy and Finance* subject group) through conference and workshop presentations will assist staff members keep abreast of current good practice in the business schools community

- Research-informed teaching is facilitated and enhanced by the members of the tutorial team engaging in research projects and individual scholarship. A research culture is also sustained by a Staff Seminar programme (open to all postgraduate students), to which the operation of this MSc will give a considerable impetus.

- Current research activities and the associated presentation of papers at conferences (and particularly international conferences) alerts staff team members to learning and teaching philosophies deployed in similar courses as well as directly informing the delivery of the learning outcomes

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

- an initial needs analysis

- ongoing help with the *Supplementary Learning Activities Portfolio* (described, p.25)

- support regarding the student's choice of optional modules

- ongoing developmental support.

Examples of innovation in teaching methods

Innovative teaching	Module(s)
Ongoing Business Simulation	Strategic Decision Making
'Live' consulting project	Business Consulting
Critical reflection on presented seminars	Leadership in a Changing World
Videoclip analysis (qualitative research methods)	Research Methods in Business
Games and simulations	Understanding Markets
'One minute Feedback'	Building Success through Relationships (***potentially in every module***)

QUBE tools such as:
  - Minutes tool
  - Dialogue Sheets
  - JigSaw Learning
  - The Dean's Dilemma
	Research Methods in Business

One day's fieldwork in a UNESCO World Heritage Site e.g. Dorset's Jurassic Coast or the city of Bath.	Management of Contemporary Global Environmental Issues
Problem solving simulation and role-plays	Strategic Financial Management

Induction

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

- the rationale for the first programme modules

- the logistics of studying modules in Winchester and Basingstoke (given the possibility that some modules may be shared with the *MA Managing Contemporary Global Issues* taught on the Basingstoke campus as well as the *MA International Communication* and *MSc Business Management*)

- the importance of students working together as an integrated and supportive team

- welfare support available to all students

- support available for international students

- students sharing their background and social experiences

- an introduction to Personal Development Planning

- the desirability of and ways open for engaging with the international community of the University

- expectation of challenges arising from the nature and content of the Programme

- assessment will not be based a student's use of English as a foreign language

- encouragement to keep reflective journals.

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

- present the modules and the staff, ensuring that the students know what they will be studying and who will be teaching them

- identify in advance the students' interests with regard to the modules to be delivered during the semester

- ensure that new students are familiar with procedures such as e-mail access and application for extensions

- complement with some face-to-face contact, the virtual environment that postgraduate students (especially part-timers) have to work in for much of the time.

The first two weeks of the autumn term will be a particularly important period of induction for the MBA students. As well as becoming familiarised with college systems and

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

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

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

After the *Audit of Knowledge and Concepts* exercise, students will be directed to a range of learning materials specifically selected to assist them to rapidly develop their competencies in their deficit areas. One example of this is the on-line resource cited in the *Research Methods in Business* core module [Levine, D.M., Stephan, D., Krehbiel,T.C. and Berenson, M.L. (2004) *Statistics for Managers using Microsoft Excel* 4/e, London, Prentice Hall] On occasions, workshops may be provided to assist groups of students who exhibit similar profiles.

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

Students will receive advice and planning from their personal tutors on their choice of optional modules or pathways. A firm decision on the student choice of option and pathway will only be effected after a consideration of the student's performance in the core modules undertaken in the first semester. Individual students will be counselled against the choice of

options which may be considered inappropriate in the light of their performance in the core modules (and any diagnostic and supplementary material studied).

2.2. How the learning outcomes fit the programme

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

Core	Theory	Research	Application	Methodology
Leadership in a changing world	✓	✓	✓	
Managing information for decision making	✓	✓	✓	
Understanding markets	✓	✓	✓	
Building success though relationships	✓	✓	✓	
Strategic financial management	✓	✓	✓	
Research Methods for Business	✓	✓	✓	✓

Option	Theory	Research	Application	Methodology
Business Consulting	✓	✓	✓	
Global sports marketing	✓	✓	✓	
Socio-cultural analysis of global issues	✓	✓	✓	✓
Managing change in the public services	✓	✓	✓	

2.3. Assessment strategy of the programme

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

- It is axiomatic that close adherence will be paid to university policy (and existing good practice with the Business Management group) regarding clear and timely communication of assessment tasks and deadlines through the medium of the *Module Handbook*

- Feedback on assignments should be individualised and timely, with a particular stress upon those elements that will assist the student in developing their own learning objectives that will then inform further assessment

- The majority of modules shall have at least one formally assessed element which may well take the form of a traditional examination (seen or unseen), case study analysis, time-constrained report production or similar

- The use of formative and diagnostic assessments in the earlier stages of each module will be encouraged so that students can better acquit themselves in the subsequent summative elements of the assessment

- In the case of collaborative and group work, successful completion of the module is only possible where there is a significant amount of work which is clearly attributable to each individual student (this follows existing Business Management group guidelines and good practice)

- A variety of assessment methods with a particular emphasis upon those methods that closely simulate the demands of the business environment (research and production of a report incorporating an analysis conducted under time-constrained conditions)

- Assessment strategies shall be kept under constant review to ensure that they are helping to secure the objectives of the learning and teaching strategy and the particular characteristics of each student cohort

2.4. Assessment Matrix

The following table shows the range of assessment techniques proposed in the programme, and how they are deployed across modules. (Some elements may be alternatives and not all elements have the same weight. That the total assessment loading for each 20 credit module meets the Common Academic Regulations requirement of approximately 4000 words and each is proportioned appropriately to meet this requirement).

Core				
Leadership in a changing world	Seminar paper	Critical reflection on paper	Internal consultant's report	Critical reflection on report
Managing information for decision making	Technical analysis report	Business plan		
Understanding markets	Group presentation	Formal debate	Long report	
Building success though relationships	Group presentation	Formal debate	Long report	
Strategic financial management	Individual presentation	Role play report	Short report	
Research Methods for Business	Quantitative survey	Qualitative Survey	Critical methodological analysis	Research paper presentation

Option				
Business Consulting	Consultant Report	Consultants' Presentation	Critical evaluation	Research Proposal
Global sports marketing	Individual presentation	Marketing report		
Socio-cultural analysis of global issues	Individual presentation	Essay		
Managing change in the public services	Policy analysis / evaluation	Presentation & defence		

2.5. Particular skill-sets developed within the course

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

Scholarship skills   The ability to research subject areas at an advanced level and then display the abilities to dissect, evaluate and progress various lines of argument. The ability to sift, evaluate and apply source material and to adapt to the purpose in hand will also be developed. Independence of thought, originality and creativity are also important attributes to be furthered. These skills will be particularly manifest in their formal outputs such as coursework and will culminate for most students in their MBA dissertation. However, it is to be recognised that the style and presentation of an argument may well have to be tailored in particular circumstances to meet the needs of the audiences to which it is addressed.

Technical skills   Technical skills includes not only conventional ICT skills in package manipulation but also the ability to utilise rapidly developing technologies (virtual leaning environments, for example) in potentially innovative ways. Technical skills also encompasses those techniques specific to particular disciplines (such as finance, economics and statistics) that enable course members to present sound arguments to the requisite professional level. There are also more generic skills such as Time Management, Project Management, Multi-tasking.

Inter-Relationship Skills   Inter-relationship skills ('soft' skills) refers to that bundle of attributes that typically received the attention that they deserve in post-graduate education which may well have placed emphasis upon scholarship and technical to the detriment of inter-relationship skills. The course designers are conscious that the success of many (if not most) business projects relies upon the successful deployment of inter-relationship skills and serves to address these specifically in the course design.

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

2.6. Representation of the benchmark principles in the core modules

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

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

3. Reference to other strategies and policies

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

- University wide strategies (see B.13. Reference Points & Engagement with the academic infrastructure on p.11)

- University of Winchester Strategic Plan 2005/2006 to 2020/2011

- Business and Management group Strategic Plan (See extract on p.4)

- QAA benchmark statement *Masters awards in business and management*

- Business Management Group *Ethics Framework* 2006-07

4. Resources for the Programme

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

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

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

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

The *Academic Resources Form* (ARF) has been approved by the Policy and Resources Committee and advertisements have been placed to appoint the extra staff resources needed by the Business School to support this and other programmes.

5. Staff development, research and the programme

5.1. Staff resources

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

5.2. Staff research

Summary Table of Research Outputs, 2001-2007

Types of output	2001	2002	2003	2004	2005	2006	2007	Totals
Books, chapters	4	1	1	2	1	5	2	**16**
Published Conference proceedings	0	7	6	3	5	6	8	**35**
Journals	7	6	3	4	2	7	11	**40**
Other conference presentations	2	5	3	4	4	8	15	**41**
Totals	**13**	**19**	**13**	**13**	**12**	**26**	**36**	**96**

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

The research outputs have increased substantially in the current calendar year as indicated in the table above. The majority of team members have delivered papers at international conferences since 2006.

5.3. Staff Development Strategy (Research)

Summary

Policy and Aspirations	Achievements to date / planned
Support for individual scholarship to Doctoral Level	1 achieved 1 on point of submission 2 in progress
Group staff development policy: • Support financially (Faculty funds) • Allow time (at writing up stage)	

Policy and Aspirations	Achievements to date / planned
Active engagement in relevant professional activity by participating in peer-reviewed conference presentations.	8 in published proceedings (2007) 15 presented to conferences – unpublished (2007)
Group staff development policy: • Encourage writing in groups (pairs, threes) • Assist novice-researchers to become research active • Mentoring by research active staff	

Policy and Aspirations	Achievements to date / planned
Successful submission to peer-reviewed journals	6 published (2006), 8 published (2007)
Group staff development policy: • Turn successful conference papers into refereed journal articles, seeking appropriate journals according to experience of researcher • Share expertise within the group	

Policy and Aspirations	Achievements to date / planned
Books/book chapters	5 (2006), 2 (2007)
Group staff development policy: • Turn well-received conference presentations into book chapters • Take opportunities for co-authored chapters • Engage in collaborative research and writing	

Policy and Aspirations	Achievements to date / planned
Engagement in national research programmes	Quality in Business Education (QUBE) Professor Mike Hart, Dr. David Rush FDTL5 funded Transformative Quality project Dr. David Rush, Professor Mike Hart HEA funded
Group staff development policy: • Extend the team in further bids in national projects • Utilise QUBE tools to stimulate research-informed teaching	

Engagement with fellow subject professionals in the appropriate forums	Presentations include: BMAF conferences (2006, 2007) HEA Annual Conferences (2007) FDTL Conference (2007) APF Conferences (2006, 2008) ICOAE Conference (2008)
Group staff development policy: • Disseminate relevant teaching and learning/research papers • Encourage, subject to financial constraints, regular attendance at relevant professional updating conferences	

Consultancy and professional linkages	22 consultancy reports since 2002
Group staff development policy: • Extend consultancy activity within the Hampshire region by using recently developed contacts • Capitalise on research and professional linkages to develop and extend 'communities of practice' • Establish a Business School RKT Centre	

Staff-student seminar programme	(to be initiated in conjunction with MSc Business Management cohort)
Group staff development policy: • Re-introduce Staff Seminar programme as a Staff-Student seminar programme (for all staff and postgraduate students) with the expectation of at least one presentation to the seminar programme by each member of the teaching team. • Encourage attendance of all members of staff whenever a Guest Speaker/Visiting Lecturer is making a contribution to the postgraduate programmes	

III. MODULE DESCRIPTIONS

PG Cert/ PG Dip	Leadership in a changing world	20 credits	60/120 credits
	Managing information for decision making	20 credits	
	Understanding markets	20 credits	
	Building success though relationships	20 credits	
	Strategic financial management	20 credits	
	(1 options drawn from)	20 credits	
	Business consulting	20 credits	
	Global sports marketing	20 credits	
	Socio-cultural analysis of global issues	20 credits	
	Managing change in the public services (MPA)	20 credits	
MBA	Research methods in business	20 credits	60 credits
	Dissertation	40 credits	

BS7xxx: Leadership in a Changing World

2. Credits	20	Level: M	Status V

3. Subject	Business Management	Type: Taught

4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes. Upon Successful completion of the module students will be able to:

a) Critically evaluate the nature of Leadership and Management both in relation to theoretical perspectives, in organisational settings and through organisational change.

b) Analyse and critically evaluate the influence of factors such as Organisation Structure (both contemporary and future) Organisation and National Culture, Gender, and Ethics on leadership practices and style.

c) Display an in depth understanding of the different approaches to leadership development and apply this knowledge to their own professional development.

6. Catalogue Summary

The development of effective leadership behaviour is a central issue for achieving successful outcomes within organisations. It is the subject of wide ranging debate and discussion, both in academia and the working world of organisations. The module is aimed at developing in students, both a systematic understanding of the key issues and concepts in the leadership of people in an era of globalisation and rapid change, and an ability to consider the issues with a critical perspective. On completion of the module, students should be able to critically evaluate themselves as effective leaders.   Following on from this module, students will be able to create and act upon a programme of effective and continuing leadership and self development.

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

8. Indicative Tutorial Team	Richard Graham, Katrina Easterling. Mike Davies

9. Indicative Teaching Methods

The programme whilst including lecturer led teaching, particularly at the early stages of the programme, will be heavily interactive. Students from an early stage of the programme will be expected both to contribute to learning via their own individual and collaborative contributions, and to engage in critical debate of their own work and the work of others.

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

Full use will be made of the UW Learning Network as a means of student–to-student, and student(s)–to-lecturer interaction. The Learning Network will be a primary source for the dissemination of relevant materials to and between students.

10. Indicative Learning Activities	Hours	Comments
Lecturer led learning	36	Mix of lecturer input and seminars with strong emphasis on student leadership and participation.
Student managed learning	164	
Total:	200	

11. Sample Assignments

A

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

B

Acting as an internal consultant, students will identify and critically evaluate a contemporary issue related to the Leadership of people in an organisation. The outcome of the process will be a review and set of workable proposals to enhance the Management and Leadership of people in the organisation. Included in the assignment will be an element of critical reflection, both of the assignment process and learning that has occurred, and their own competencies relating to the topic of the assignment.

In the case of both examples, the elements of critical reflection will form a part of the students' learning journey.

12. Indicative Outline Content

- Management and Leadership, past and contemporary perspectives
- The Attributes/abilities/competencies of effective managers and leaders
- Approaches to leadership development
- Motivation and meaning in contemporary and emerging organisations and work relationships
- Current and emerging developments and influences on organisation structure
- Organisational Change and The Leader in the change process
- Leadership of people in new and emerging organisational forms
- The concept of culture and its dimensions as applied to organisations
- The development and Management of Social Capital and Interpersonal Relationships in order to generate and share new knowledge
- Diversity
- Leading and Managing Knowledge Workers and managing knowledge in a global context
- Corporate Social Responsibility

- Current and emerging influences impacting on the management of people and of the HRM Policies and practice of organisations.
- The contemporary influence of external factors including globalisation, national culture, gender, ethical standards, technology.

13. Indicative Reading

Key Introductory Text

Rayner C & Adam Smith D (Eds) 2005 *Managing and Leading People* CIPD

Texts

Adair J (2005) *Effective Leadership Development* CIPD

Bratton J, Gold J (2006) *Human Resource Management – Theory and Practice*. Palgrave

Cameron E, Green M. 2004 *'Making Sense of Change Management'* Kogan Page

Carnall CA. 2002 *'Managing Change in Organisations'* FT Prentice Hall

Deal TE, Kennedy AA (2000) The New Corporate Cultures Texere Publishing

Goffee & Jones et al (1999*) Harvard Business Review on Managing People,* Harvard Business School Press

Goffee R, Jones G. (2003) *The Character of a Corporation* Harper Collins

Goffee R, Jones G. (2006) *Why should anyone be led by you* ? Harvard Business School Press

Goleman D (1999) *Working with Emotional Intelligence* Bloomsbury

Goleman D, Boyatzis R, & McKee A (2002) The New Leaders Little, Brown.

Kotter JP (1990) *A Force for Change: How Leadership Differs from Management* Free Press

Kotter JP (1999) *On What Leaders Really Do* Harvard Business Press

Linstead S, Fulop L, & Lilley S. (2004). *Management and Organization – a critical text*. Palgrave

Mabey C & Finch-Lees T (2007) *Management and Leadership Development* Sage

Maleon T W (2004) *The Future of Work* Harvard Business School

Martin J. (2005) Organizational Behaviour and Management Thomson

Mintzberg et al (1998) *Havard Business Review on Leadership* , Havard Business School Press

Moynagh M & Worsley R Going Global – key questions for the 21st century A & C Black

Pugh D S (Ed) (2007) *Organisation Theory- selected classic readings* Penguin

Pugh D S & Hickson D J (2007) *Writers on Organisations* Penguin

Rickards T & Clark M (2006) *Dilemmas of Leadership*. Routledge.

Ruigrok W et al (2003) *Innovative Forms of Organizing – International Perspectives* Sage

Schein E. (2004) *Organizational Culture and Leadership* Pfeiffer Willey

Schneider SC, Barsoux JL (2003) *Managing Across Cultures* FT Prentice Hall

Warr P (2002) *Psychology at Work* Longman Penguin

Journals

Asia Pacific Journal of Management, Springer

British Journal of Management,. Blackwell

European Management Journal, Pergamon Press

Harvard Business Review, Harvard Business School Publishing

Harvard Management Update, Harvard Business School Publishing

HRM Journal, Blackwell

Journal of Organisation Behaviour, John Wiley

Journal of Organisation Change Management, Emerald Publishing

International Journal of Organisation Behaviour , USQ Press

Leadership Quarterly, Elsevier

Management of Personnel, John Wiley

People Management,. CIPD

BS4xxx: Managing information for decision making

2. Credits	20	Level: M	Status V

3. Subject	Business Management	Type: Taught

4. Pre-requisites	None	
Co-requisites	None	

Aims/Learning Outcomes

This course critically analyses how information is used for strategic managerial decision making. The module will investigate the use of information systems and business models, and the critical analysis of financial data when making strategic managerial decisions. These abilities are essential in ensuring informed business decisions as strategic leaders need to understand not only how to manage people, but how to manage information. Embedded within this module will be an awareness of the need to make decisions within the context of implementing an ethical and sustainable approach to business. At the end of this module students should be able to:

a) Critically evaluate the role of management information systems and their capabilities and limitation in the operation and development of organisations.

b) Analyze the use of accounting information within strategic decision making

c) Evaluate how business models can facilitate business decisions.

6. Catalogue Summary

To retain a competitive advantage for an organisation, the art of decision making can not rely on using a crystal ball approach. Modelling techniques can help inform decision making. However numerical solutions are only a facet of the managerial decision making toolbox. Good decisions must be grounded in an ethical and sustainable approach. This module therefore aims to develop a critical understanding of the major principles behind managerial strategic decision making. Using advanced case studies the student will explore the relationship between management information systems, financial analysis and business models and the impact they have upon managerial decision making. The student will learn, with encouragement to be critically aware, how to undertake forecasting, feasibility studies and interpretation of accounting information. The module will also explore the management, deployment and evaluation of information systems.

7. Assessment Pattern	Weight %	Pass Req	Comments
Case Study Analysis	30	50% on Aggregate	(Minimum 40% in each element)
Business Plan	70		

8. Indicative Tutorial Team	Julia Burgess, George Filis, Chris Grover, David Rush

9. Indicative Teaching Methods

Lectures complemented by seminars and practical activities. Students will be required to undertake calculations, contribute critically to discussion and demonstrate initiative and originality in problem solving. Case studies and journal articles will be used as tools to illustrate key ideas and theories. Students will be working in groups as well as individually. Guidance notes for students, including lecture outlines and power point slides will be posted on the Learning Network as well as links to useful web sites, further reading and quizzes. Students will be expected to contribute to a forum and a wiki specific to this module.

10. Indicative Learning Activities	Hours	Comments
Lecture	18	
Seminars	18	
Student managed learning	164	Study group and independent
Total:	200	

11. Sample Assignments

- Prepare a 1000 word technical analysis and report investigating an optimisation problem arising from a given case study, including an investigation of risk and uncertainty.   (relates to Learning Outcome c.)

- Take the role of a manager/entrepreneur who is about either to start up a business or introduce an innovation to a current organisation. Prepare a 3000 word business plan which critically investigates the strategic development of the business. The report should include a critical evaluation of the businesses financial planning and development of the management information system. (relates to Learning Outcomes a. and b.).

12. Indicative Outline Content
- Capabilities and limitations of management information systems
- Methods of developing and evaluating management information systems
- Feasibility studies
- Using company reports for strategic decision making
- Forecasts and projections
- Strategic Management accounting
- Business modelling for management decisions (to include techniques such as Game Theory and Linear Programming).

13. Indicative Reading

Introductory Texts:

Atrill, P., (2005), *Financial Management for Decision Makers*, 4th edition, Financial Times/ Prentice Hall

Laudon, J. P. and Laudon , K. C. (2007) *Management Information Systems: Managing the Digital Firm*, Prentice Hall

Stutely, R., (2006), *The Definitive Business Plan: The Fast Track to Intelligent Business Planning for Executives and Entrepreneurs*, 2nd edition, Financial Times/ Prentice Hall

Latest Editions of the following texts:

Anthony, M., & Biggs, N., (1996) *Mathematics for Economics and Finance: Methods and Modelling*. CUP.

Barlow, J., (2005) *Excel Models for Business and Operations Management*

Brooks, F. P. (1995) *The Mythical Man Month and Other Essays on Software Engineering*, Addison Wesley

Charnes, J., (2007) *Financial Modeling with Crystal Ball and Excel*. Wiley Finance.

Day, A., (2007), *Mastering Financial Modelling in Microsoft Excel: A Practitioner's Guide to Applied Corporate Finance*, 2nd edition, Financial Times/ Prentice Hall

Jackson. M., & Staunton, M., (2001) *Advanced Modelling in Finance using Excel and VBA*. The Wiley Finance Series.

Greasley, A., (2003) *Simulation Modelling for Business*. Innovative Business Textbooks.

Kreps, D. M., (1990), *Game Theory and Economic Modelling*. Clarendon Lectures in Economics.

Oakshott, L., (1996), *Business Modelling and Simulation*, Financial Times/ Prentice Hall

Papazoglou, M. P. and Ribbers. P. M. A. (2006) *e-Business:organisational and technical foundations*, John Wiley

Proctor, K. S., (2004) *Building Financial Models with Microsoft Excel: A Guide for Business Professionals*. Wiley Finance.

Stair, R. M. and Reynolds, G (2007) *Principles of Information Systems: A Managerial Approach*, Delmar Learning

Journals

Journal of Business Research

Information Systems Research

BS7xxx: Understanding Markets

2. UoW Credits	20	Level: M	Status V

3. Subject	Business Management	Type: Taught and independent study

4. Pre-requisites	None
Co-requisites	None

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5. Aims/Learning Outcomes.

This module has at core, the comparison and contrast between economic forces that create the theoretical framework and marketing forces that both use and try to bend the 'pure' economic. Market versus marketing!

Added to the tensions created by these forces is the impact of regulation and other influences such as political influence and cultural attitudes towards acceptable trading practice. This will be considered in a global/international context.

On completion of the module, students will be able to:

a) Analyse the tensions between pure economic and marketing-driven forces

b) Analyse the different environments that may impact on those forces

c) Critically assess and apply models that may be specific to public, private or not for profit sectors.

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6. Catalogue Summary

An understanding of markets is a crucial element of creating and sustaining business growth. This module develops the key elements of the economic theory of markets and buyer behaviour, and focuses these operationally through the marketing strategies that can be deployed to heighten product or services awareness and create profit opportunities.

In addition to market regulation, the module is also concerned with: (a) the operation of market mechanisms in the delivery of public services (quasi markets); and (b) attempts that have been made in planned economies to replace the entire market mechanism.

Critical issues are analysed about the strategic choices faced by public sector organisations where the profit criterion is inappropriate, and the interaction of revenue and profit generation with corporate social responsibility for the expanding private sector business.

Practical case studies and scenarios to test the effectiveness of the detailed theories and mechanisms used in implementation will evaluate this. Views based on practical experience of students in different employment sectors and from different countries will be welcomed and strongly encouraged.

The implications of different business and political environments and how they may or may not impact on market operations will recur throughout the module.

The module is rooted in the social science disciplines of economics and marketing, but also recognises the important contributions of other behavioural sciences, such as psychology.

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7. Assessment Pattern	Weight %	Pass Req	Comments
Group Presentation or debate	50	50% on Aggregate	(Minimum 40% in each element)
Assignment report	50		

8. Indicative Tutorial Team	Elwyn Cox, Ross Catterall, David Clark

9. Indicative Teaching Methods

A combination of lectures and seminars including in depth use of case studies, supported by guided research for students. Examples will be analysed in detail and the global applicability of tools and methodologies evaluated. Cases where market failures occur will be analysed in depth to consider how the difficulties created by the abuse of market power by dominant firms and problems of under-provision of some goods and services can be alleviated by public provision and regulation.

It is expected that students' own experiences will be offered to add to the overall understanding.

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

10. Indicative Learning Activities

	Hours	Comments
Class contact	36	
Student managed learning	164	
Total:	200	

11. Sample Assignments

A group presentation that shows examples of how marketing efforts can create an impact. These examples will be researched from real situations and may include some that the students have actual experience of. The presentations will contain reference to authoritative academic and business sources. A wide range of topics will be given to encourage innovative thinking and allow more opportunity to bring actual experience to bear – they may move from a more macro- perspective to the experiences of individual organisations affected by a regulatory framework.

An alternative form of assessment is a formal debate where teams are given opposing positions to present as logical arguments founded upon a combination of theory and real world experience e.g. one side argue the benefits of free markets while the other argue the superiority of a controlled approach.

The second assignment will be an individual report of 3,000 words approximately. It may be on a variety of themes varying from a case study to a comparison between a sector in the UK and the equivalent in the student's home country (for international students). A key to this assignment is that the student is given the opportunity within it to show an understanding of real-world complexities and their implications..

12. Indicative Outline Content
- Introduction: the resource allocation problem, markets and alternatives.
- Economic philosophies and the market
- Shaping consumer behaviour: the economist's approach
- Shaping consumer behaviour: the marketer's approach
- Market structures and corporate behaviour
- Market failure, regulation and competition
- Is marketing shaped by demand or vice versa?
- Public service quasi-markets
- Understanding the global market and operating globally.

13. Indicative Reading (Latest editions of the following texts)

Bickerton, P., Bickerton M. and Pardesi, U. (2000), *Cybermarketing : how to use the Internet to market your goods and services,* Oxford: Butterworth-Heinemann

Carruthers, B.G & Babb, S.L. (2000) *Economy/Society: Markets, Meanings and Social Structure*, London: Pine Forge Press.

Daniels, J.L. and Daniels, C.N. (1993), *Global vision : building new models for the corporation of the future*, London: McGraw-Hill

Earl, P.E. (1995), *Microeconomics for business and marketing : lectures, cases and worked essays*, Aldershot: Elgar

Flynn, N. (2007), *Public Sector Management*, Sage

Gesteland, R. R. (2005), *Cross-cultural business behaviour : negotiating, selling, sourcing and managing across cultures*, Copenhagen Business School

HC 49-1 (2005) *Choice, Voice and Public Services*, Fourth Report of Session 2004-05 of the House of Commons' Public Administration Select Committee, The Stationery Office (available on-line)

Hutton, W. (1995), *The State We're In*, London: Cape.

Jeannet, J-P. and Hennessey, H.D. (2002), *Cases in global marketing strategies*, Boston: Houghton Mifflin

Kitchen, P.J. (2003), *The Future of marketing : critical 21st-century perspectives*, Basingstoke: Palgrave Macmillan

Kitson, A. and Cambell, R. (1996), *The Ethical Organisation*: *ethical theory and corporate behaviour,* Macmillan Press.

Krugman, P. and Obstfen, M. (2003) *International Economics: Theory and Policy* London

Le Grand, J. (2006), *Motivation, Agency and Public Policy,* Oxford University Press

Marshall, E. (1993), *Business and Society*, Routledge

Marrewijk, C van. (2002) *International Trade & The World Economy*, Oxford: Oxford University Press

Moran, M. (2003), *The British Regulatory State*, Oxford University Press

Palmer, A. and Hartley B. (2002), *The business environment*, Maidenhead: McGraw-Hill Education

Porter, M. E. (1998), *The Competitive Advantage of Nations*, Basingstoke: Macmillan Business

Ritzer, G. (1999), *Enchanting a disenchanted world : revolutionizing the means of consumption*, London: Pine Forge Press

Scholte, J.A. (2000), *Globalization: a critical introduction*, Basingstoke: Palgrave.

Smith, K. & Johnson, P. (1996), *Business ethics and business behaviour*, London: International Thomson Business Press.

Stubbs, R. & Underhill, G. R. D. (1994), *Political Economy and the Changing Global Order*, Basingstoke: Macmillan

Tam, H. (ed), (1994), *Marketing, competition and the public sector : key trends and issues*, Harlow: Longman

BS8001: Research Methods in Business

2. Credits	20	Level: M	Status C

3. Subject	Business Management	Type: Taught

4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes

This course gives a grounding in the research philosophies, methods and techniques appropriate for researches in the various areas of business. The course will enable students both to critically evaluate material that they encounter in their investigations from a methodological perspective and also equips them with the tools of design and analysis necessary to conduct their own investigations. Specifically the course will

a) Explore the underlying philosophical underpinnings of research strategies

b) Review the quantitative techniques typically deployed in the presentation and analysis of research findings

c) Explore the scope for varieties of qualitative research design and analysis

d) Analyse the application of ethical principles involved in the various stages of the research process

e) Detail the ways in which research papers are formulated, written and presented with a view to informing the forthcoming dissertation

6. Catalogue Summary

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

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

8. Indicative Tutorial Team	Chris Grover, Professor Dan Remenyi. Professor Gary Akehurst

9. Indicative Teaching Methods

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

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

11. Sample Assignments

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

i.   how the research question(s) are derived from the underlying literature base

ii.   showing that you can both utilise, justify and explain the principal modes of parametric and non-parametric hypothesis testing deploying appropriate software

iii.   report on the ethical issues raised at various junctures and how they have been addressed

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

iv.   how the research question(s) are derived from the underlying literature base

v.   how your data collection and analysis display a sound grasp of the principles of qualitative analysis

vi.   report on the ethical issues raised at various junctures and how they have been addressed

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

13. Indicative Reading

Core texts:

Bryman, A. and Bell, E. (2003) *Business Research Methods*, London, Oxford University Press

Jankowicz, A.D. (2005), *Business Research Projects* (4th edition), London, Thompson Learning

Saunders, M. et al. (2007). *Research Methods for Business,* 4th ed.. London: Routledge

Other resources include:

Collis, J. and Hussey, R. (2003) *Business Research*, Basingstoke, Palgrave Macmillan

Curwin,J. and Slater, R. (2004) *Quantitative Methods – a Short Course*, London, Thomson Learning

Barzun, J. and Graff H.F. (1970) *The Modern Researcher*. New York: Harcourt Brace.

Denscombe, M. (1998). *The Good Research Guide.* Milton Keynes: Open University Press

Denzin, N.K., & Lincoln, Y.S., (Eds.) (2000). *Handbook of Qualitative Research*. London: Sage Publications

Diamantopoulos, A. and Schlegelmilch, B. (2000)*Taking the Fear out of Data Analysis*, London, Thompson Learning

Mason, J. (1996). *Qualitative researching.* London: Sage Publications.

Oppenheim, A.N., (1992). *Questionnaire Design, Interviewing and Attitude Measurement.* Pinter Publishers.

Owen, D, Davis M. (1991). *Help with your Project.* London: Edward Arnold.

Patton, M.Q. (2002), *Qualitative Research and Evaluation Methods*, (3rd edition), London, Sage Publications

Robson, C. (1994). *Real world research: a resource for social scientists and practitioner researchers.* Oxford: Blackwell.

Silverman, D. (2000). *Doing Qualitative Research*. London: Sage Publications.

Strauss A.L., Corbin, J.M. (1990). *Basics of qualitative research*. London: Sage Publications

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

On-line resource:

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

(PowerPoint slides)

BS4xxx: Business Consulting

2. Credits	20	Level: M	Status c	Shortened version of BS7301

3. Subject	Business Management		Type: Taught

4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes

The aim of this module is to equip the student with sufficient skills to conduct a business consulting assignment for a commercial client in a professional manner.

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

a) conducting a project scoping exercise for a business consulting project

b) determining the needs of the client and matching this with the competences of the consultant.

c) drafting , delivering and negotiating a business proposal for a consulting project

d) planning and providing project management tools for an accepted project.

e) conducting assignment tasks to time and cost budgets/plans.

f) effectively reporting progress as well as final results to the client

g) understanding the ethical framework within which the assignment must be conducted.

h) abiding by the codes of conduct of the Institute of Management Consultancy.

6. Catalogue Summary

The module takes a highly practical approach to the business of consultancy in a commercial environment. It does so in two distinct parts namely, classroom based learning & teaching followed by a 'live' business project for a commercial client.

The class-based activities look at all aspects of providing a professional service to clients, including client relationship management, project scoping , consideration of competences and project needs. The management of the project including time/cost controls; team management and project reporting. Quality management and ethical guidelines are also considered.

The available project(s) will be identified and agreed by staff with clients prior to the start of the module. Students will be 'matched' to projects prior to acceptance to the module in order to maximise the likely success both for the client as well as the student. Students will normally work in pairs and be assessed both by the client and supervisor against criteria agreed in advance by all parties.

7. Assessment Pattern	Weight %	Pass Req	Comments
Individual Assignment	40	50% on	(Minimum 40% in each
Project	60	aggregate	element)

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

9. Indicative Teaching Methods

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

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

10. Indicative Learning Activities

	Hours	Comments
Classroom time	18	For the initial 6 weeks (3 hours per week)
Project	182	To be completed within the module duration.
Total:	200	

11. Sample Assignments

Consider the issues of communication between the Marketing and Finance departments of a client company involved in the fast moving consumer goods market. They have been and are concerned that efficiency is being compromised by lack of cohesion between the departments manifest in a 'blame game' involving senior management of the business. Write a consulting proposal of about 1500 words in which you propose a consulting assignment to determine a suitable solution to the client problems.

The Project:

Scope the project and propose an action plan to analyse and suggest solutions that might then be implemented by the client. Be prepared to design and manage the project plan and report at regular intervals both to the client's representative and to your academic supervisor. The output of the project should be in the form of a written report (approximately 4,000 words) and you should be prepared to present your findings to the client in a suitable form to be agreed (Most probably a verbal presentation to the client's senior management group).

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

13. Indicative Reading

Course Text:

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

Additional Reading:

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

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

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

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

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

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

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

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

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

BS4xxx: Strategic Financial Management

2. Credits	20	Level: M	Status V

3. Subject	Business Management	Type: Taught

4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes

This course critically analyses complex principles of strategic financial management; corporate finance, risk management and financial economics. The module will examine advanced case studies to appraise strategic financial management in different types of organisations whether public, private or third sector. The student will learn how to hedge financial risk, undertake investment appraisal, raise finance and how international financial markets operate in real life situations. At the end of this module students should be able to:

a) Critically evaluate the key role played by financial intermediaries and markets in the international economy, investigating current issues in international financial economics.

b) Analyse the major theoretical principles behind modern corporate finance, critically examining organisations strategic financial management.

c) Demonstrate a critically awareness of how financial risk is managed within organisations.

6. Catalogue Summary

This module aims to develop a critical appreciation of the major principles of strategic financial management: financial economics, corporate finance and risk management. The module teaching assumes that students have obtained an undergraduate degree from any disciple, however, no prior knowledge of finance will be expected.

7. Assessment Pattern

	Weight %	Pass Req	Comments
Individual Report	35	50% on	(Minimum 40% in each element)
Individual Report	35	Aggregate	
Presentation	30		

8. Indicative Tutorial Team	Ross Catterall, Dr George Filis and Julia Burgess.

9. Indicative Teaching Methods

Lectures complemented by seminars and practical activities. Students will be required critically engage with case study material, contribute to advanced discussion and demonstrate initiative and originality in problem solving. Students will be working in groups as well as individually. Guidance notes for students, including lecture outlines and power point slides are posted on the virtual leaning environment as well as links to useful web sites and further reading. The module will be team taught with lecturers from a variety of disciplines as well as industry experts.

10. Indicative Learning Activities	Hours	Comments
Lecture	10	
Seminars	26	
Student managed learning	164	Study group/ independent
Total:	200	

11. Sample Assignments

- Prepare an individual presentation of no more than twenty minutes, which critically investigates a current issue in international financial economics. The analysis undertaken in your presentation should make reference to theories and models of international financial economics. Your presentation should be supported with calculations, visual aids and handouts where appropriate. (Relates to learning outcome a)

- Take the role of a senior financial manager reporting to the financial director. Prepare a 1500 word report which critically analyses the strategic financial management of an organisation of the candidate's choice. The report should critically evaluate the companies approach to one of the following: raising finance, corporate valuation or investment appraisal. (Relates to learning outcome b)

- Using the British banking industry as an example critically appraise the use of one strategic financial risk management tools such as treasury management, foreign exchange management or interest rate hedging. Prepare a 1500 word report with supporting diagram, calculations and tables where appropriate. (Relates to learning outcome c.)

12. Indicative Outline Content
- Treasury management
- Foreign exchange management
- Interest rate hedging
- Mergers and acquisitions
- Sources of finance
- Investment appraisal
- International corporate reporting
- International finance
- Foreign exchange rates
- Segmentation of international markets.

13. Indicative Reading

Latest Editions of the following texts:

Arnold, G. (2005) *Corporate Financial Management*. 3rd edition. London: Prentice Hall. (** Recommended Reading)

Atrill, P. (2006) *Financial Management for Decision Makers*. 4th edition. London: FT Prentice Hall.

Alexander C., (2005) The Present and Future of Financial Risk Management, *Journal of Financial Econometrics*, Vol. 3, No. 1, pp. 3-25.

Brealey, R., Myers, S. and Allen F. (2005) *Corporate Finance.* New York: McGraw Hill

Brigham, E. and Ehrhardt, M. (2005) *Financial Management*.11th edition. United States: Thompson

Copeland, L. (2004) *Exchange Rates and International Finance*. 4th edition. London: FT Prentice Hall

Kim, S. and Kim, S. (2006) *Global Corporate Finance.* 6th edition. London: Blackwell Business

Madura, J. (2005) *International Financial Management* 8th edition. United States: Thompson Learning.

Mc Laney, E., Pointon, J., Thomas, M. and Tucker J., (2004) Practitioners perspectives on the UK cost of capital, *European Journal of Finance,* April, p123-38.

Modigliani, F. and Miller, M.H. (1958) The cost of capital, corporation finance and the theory of investment', *American Economic Review*, 48, June, p261-97 (Seminal work).

Papaioannou M., (2006) *Exchange Rate Risk Measurement and Management*: Issues and Approaches for Firms, IMF Working Paper, WP/06/255.

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

Ross, S., Westerfield, R. and Bradford, J. (2006) *Essentials of Corporate Finance.* 4th Edition. McGraw Hill

Shapiro, A. (2005) *Foundations of multinational financial management.* 5th edition. New York: John Wiley and Sons

Stern, J. and Chew, D. (2003) *The revolution in corporate Finance.* 4th edition. Oxford: Blackwell

Additional reading:

Oxford Dictionary of Finance (latest) Oxford

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

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

BS4xxx: Building Business Success Through Relationships

2. Credits	20	Level: M		Status V

3. Subject	Business Management	Type: Taught and Independent study

4. Pre-requisites	None	
Co-requisites	None	

5. Aims/Learning Outcomes.

This module looks at the evolution of relationship building within a business environment from relationship marketing through the value chain and extended value chain into value networks. It will continue to evaluate the impact of contemporary changes within this approach and to track possible future developments. Also included is a consideration of aspects of operational marketing that may impact upon, or be impacted by, relationship building.

On completion of the module, students will be able to:

a) Develop a critical awareness of how effective operational management techniques, where implemented, can present opportunities to gain wider business and marketing advantages;

b) Analyse how a relationship-based approach can reduce customer churn and improve profits in the medium to longer term when compared to a transactional approach.

c) Integrate into research activities a critical consideration of the wider-ranging business drivers such as Corporate Social Responsibility, sustainability, recycling or ethics;

d) Develop a critical understanding of and analyse how a range of specific business models, tools and methodologies and may be influenced by and adapted to account for market, global or cultural differences.

6. Catalogue Summary

The business environment is constantly changing. New approaches are developed and adapted to meet the challenges that come from this change with the key objective of achieving a sustainable competitive advantage. Increasingly the commercial dynamics of the private sector are being adopted by both public and not for profit (third) sectors.

Through a range of specific case studies and student led projects critical consideration will be accorded both to the strategic principles involved in the use of the extended value chain and a CRM/CMR approach. The evolution from relationship marketing to Customer Relationship Management into Customer Managed Relationships and beyond will be studied and their practical use evaluated.

Practical case studies and scenarios to test the effectiveness of the detailed tools and methodologies used in implementation will evaluate this.

Views based on practical experience of students will be welcomed and encouraged.

The implications of different business cultures and how they may or may not affect the utilisation will recur throughout the module.

The module takes an integrative approach drawing on new and existing perspectives and models from many disciplines such as operations management, information systems, strategic planning, marketing, logistics and project management.

7. Assessment Pattern	Weight %	Pass Req	Comments
Group Presentation	40	50% on Aggregate	(Minimum 40% in each element)
Individual report	60		

8. Indicative Tutorial Team	Elwyn Cox, Chris Grover, Mike Davies

9. Indicative Teaching Methods

The course will use a mixture of traditional lectures, case studies, exercises, videos and class discussions.

10. Indicative Learning Activities	Hours	Comments
Class contact	36	
Student managed learning	164	
Total:	200	

11. Sample Assignments

- A group presentation that shows examples of good and bad practice in relationship building. These examples will be researched from real companies and may include some that the students have actual experience of. The presentations will contain reference to authoritative academic and business sources.

- An alternative form of assessment may be a formal debate where teams are given opposing positions to present as logical arguments founded upon a combination of theory and real world experience e.g. one side argue the benefits of relationship building while the other argue the superiority of a transactional approach.

- The second assignment will be an individual report of 3,000 words approximately. It may be on a variety of themes varying from a case study to a strategic plan that shows how a relationship-based approach could be implemented or improved within their own organisation.

12. Indicative Outline Content
- Case studies to illustrate good and bad examples of implementing a value-based relationship
- How operational management improvements facilitate added value
- Environmental analysis to identify potential influencing factors amongst contemporary themes
- Cost benefit analysis
- Balanced scorecards.

13. Indicative Reading (Latest editions of the following texts) * = Key text

Aaker, D. A. (2001), *Strategic Marketing Management,* Chichester: Wiley

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

Christopher, M., Payne, A. and Ballantyne, D. (2002), *Relationship Marketing: Creating Stakeholder Value,* Butterworth-Heinemann

Frazer-Robinson, J. (2003) *It's All About Customers: The perfect way to grow your business through marketing, sales and service*, London: Kogan Page

Gummesson, E. (2002), *Total Relationship Marketing*, Oxford: Butterworth-Heinemann

Hill, T. (2000), Operations Management. Strategic Context and Managerial Analysis. Basingstoke: McMillan Business

Kitchen, P. (2003), *The Future of Marketing: Critical 21st-Century Perspectives*,

Basingstoke: Palgrave Macmillan

* Mac Hulbert, J, Capon, N. and Piercy, N. (2003), *Total Integrated Marketing: Breaking the Bounds of the Function,* London: Kogan Page

Naylor, J. (2002), *Introduction to Operations Management,* Harlow: Financial Times/ Prentice Hall.

Parker, R. (2000), *Street wise Relationship Marketing on the Internet*, Holbrook, Mass.: Hadleigh : Adams ; BRAD, 2000.

Porter, M. E. (1998), *The Competitive Advantage of Nations*, Basingstoke: Macmillan   Business

Schroeder, R.G. (2000), *Operations Management. Contemporary concepts and cases* London: Irwin McGraw Hill.

Solomon, M., Bamossy, G. and Askegaard, S. (2002), *Consumer Behaviour: A European Perspective,* Harlow**:** FT Prentice Hall

Van Looy (1998), *Services Management: An integrated Approach,* Harlow: Financial Times/ Prentice Hall

Waters, D. (2002), *Operations Management,* Harlow: Financial Times/ Prentice Hall

Walters, D. (2002), *Operations Strategy,* Basingstoke: Palgrave

N.B. A series of appropriate articles and papers will be placed on the Learning Network as pump-priming resources. Students are expected to research further from this start point

BS4xxx: Global Sports Marketing

2. Credits	20	Level: M	Status V

3. Subject	Business Management	Type: Taught and Independent Study

4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes.

On completion of this module students will be able to:

a) Evaluate how successfully key academic approaches to global sports marketing are implemented in the business world of sport;

b) Integrate into research activities a critical consideration of wide-ranging influences that impact on global sports marketing. This must show a contemporary understanding and might presently include; freedom of contract, the roles of international sports bodies, restraints on competition, environmental issues, political agenda, the sports event as tourism, the acceptability of foreign investment in domestic sports;

c) Develop awareness of how to utilise a range of specific sports marketing models and methodologies in global markets;

d) Illustrate an understanding of how tools and theories in d) above may be influenced by and adapted to account for market, global and cultural differences. This has a link with c) above, but looks from the perspective of different stakeholders in different countries.

6. Catalogue Summary

Global Sports Marketing looks at elements of sport as a business, a business firmly located in the international context of today's 'global village'. It considers the barriers facing sports organisations in expanding internationally such as: cultural differences, governmental involvement, climate and facilities. What roles do international bodies have and how different are their objectives compared to commercial organisations? Who are the international stakeholders?

The fast-moving nature of the topic means that the module will constantly evolve to reflect global change and attitudinal response, such as with ethics in sports, the sports event as tourism or the environmental impact of international sport.

In-depth study of contemporary case studies will underpin students' learning and introduce cross-curricular links. Examples of these case studies might include: the significance of foreign investors in domestic sport and the impact of nationalism on sport.

The module takes an integrative approach drawing on new and existing perspectives and models from many disciplines such as eMarketing; strategy; the social impact of sport and an awareness of corporate social responsibility.

7. Assessment Pattern	Weight %	Pass Req	Comments
Individual presentation and critical analysis of stakeholder aspiration and satisfaction within a chosen sport in a chosen country (countries)	50	50% on Aggregate	(Minimum 40% in each element)
Detailed marketing plan for the promotion of a sport into a 'new' country	50		(This detailed report may support a group role playing exercise as part of the assessment)

8. Indicative Tutorial Team	Elwyn Cox, Dr. Jason Tuck .

9. Indicative Teaching Methods

A combination of lectures and seminars supported by guided research for students. A strong emphasis will be put on the in-depth use of case studies using real contemporary examples. Such work must be critically evaluative.

As an example, many international governing bodies speak about the importance of expansion and of 'grass-root' development of their sport in nations where they are currently less popular. Do the facts support their claims for concern?

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

10. Indicative Learning Activities	Hours	Comments
Class contact	36	
Student managed learning	164	
Total:	200	

11. Sample Assignments

The student is to prepare an individual presentation based on a chosen sport in a chosen country (possibly several countries). The concept of stakeholder here includes an appreciation of the complicating influences such as language, culture and politics. Further complications may be legal barriers or the difficulty of establishing a management and control structure. Realistic suggestions to overcome these problems will be expected. Substantial reference to evidence must be made and examples from the chosen country/sport combination are needed.

Guideline presentation length, 20 minutes.

As a group of 3 or 4 you are to develop a marketing proposal to present to a body that is sponsoring the development of a sport into a country where it has low market penetration at present. Lecturing staff may play the role of the investors and you have to show detailed, budgeted plans for the development of the sport and the associated marketing plans. The report should be based on a realistic situation such as the promotion of American Football in the UK or the development of the smaller rugby union playing nations.

As part of the report that you will give in advance to the promoting body you will reference leading contemporary thinking.

12. Indicative Outline Content

A consideration of the growth of sports as a business rather than a recreational pastime. What have been the factors that have given rise to this and does market environmental analysis suggest that the growth will continue?

Does sports marketing on a global basis require a new business paradigm or is it an adaptation and combination of separate existing theory – an amalgam of services marketing, sports marketing, relationship marketing and international marketing?

Are controlling bodies, legislation and governmental influences restraints on competition?

Should sport be used as a political weapon?

Specific areas include:
- What is the impact of media on the marketing of sports?
- The role of sponsor of a global campaign.
- Critical evaluation of the objectives of international sports bodies.
- Is the purpose of sport consistent amongst participating countries?
- Analysis of the importance of ethics in sport – is there a consistent approach internationally?
- How can the importance of environmental damage be consistent with the staging of mega-events internationally?
- Comparative analysis of stakeholder expectations in different countries.

13. Indicative Reading (latest editions of the following texts) * = Key text

Bennett, R. (1995), *International Marketing: Strategy, Planning, Market Entry and Implementation*, London: Kogan Page.

Chaffey, D., Mayer, R., Johnston, K. and Ellis-Chadwick, F. (2003), *Internet Marketing: Strategy, Implementation and Practice*, FT Prentice Hall: Harlow 2nd edition.

Desbordes, M. and Chadwick, S. (2007), Marketing *and Football: an international perspective: An International Perspective (Sports Marketing)*, Oxford: Butterworth-Heinemann

Goldblatt, J., (2005) *Special Events: Global Event Management in the 21st Century*, John Wiley & Sons Inc

Hollensen, S. (2007), *Global Marketing-A Decision-Oriented Approach.*, Prentice Hall

Horner, S. and Swarbrooke, J. (2005), *Leisure Marketing: A Global Perspective*, Oxford: Elsevier Butterworth-Heinemann

* Johansson. J.K. (2002), *Global Marketing: Foreign Entry, Local Marketing, and Global Management: Foreign Entry, Local Marketing and Global Management*, McGraw Hill, International Edition.

Lagae, W. (2005), *Sports Sponsorship and Marketing Communications: A European Perspective,* 2nd edition, Harlow: FT Prentice Hall Financial Times

Masterman, G., (2004), *Strategic Sports Event Management: An International Approach*, Oxford: Elsevier Butterworth-Heinemann

Pound, R.W., Blackshaw, I.S. and Hogg, G. (2006*), Sports Marketing Europe: The Legal and Tax Aspects*, Kluwer Law International

Rines, S. (2000), *Driving Business Through Sport: An Analysis of Europe's Sponsorship Industry, Business Opportunities and Best Practice*, International Marketing Reports Ltd

Westerbeek, H and Smith, A. (2003), *Sport Business in the Global Marketplace (Finance and Capital Markets)*, Basingstoke: Palgrave Macmillan

Willcocks, L. and Sauer, C. (eds) (2000), *Moving to E-business*, London: Random House:

Wilson, R.M.S. and Gilligan, C.T. (2005), *Strategic Marketing Management: Planning, implementation and control*, Oxford: Butterworth-Heinemann, 3rd edition.

Journals

International Marketing Review

International Sports Journal

Journal of Global Marketing

Journal of Sport and Social Issues

BS4xxx: Managing Change in Public Services

2. Credits	20	Level: M	Status V

3. Subject	Business Management	Type: Taught and Independent study

4. Pre-requisites	None
Co-requisites	None

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5. Aims/Learning Outcomes.

By the end of this module students will be able to:

a) Demonstrate a critical appreciation of strategic themes and issues such as the inter-relationships and interdependencies between public, private and voluntary & community sector organisations and between local, regional and central tiers of government.

b) Distinguish between the various methodologies and techniques used to measure, audit and evaluate the organisational and policy performance of public and non-profit organisations; and demonstrate awareness of the problematic nature of evaluation in the real-world of public policy-making and management.

c) Understand and critically evaluate the new patterns of governance, policy-making, leadership and management necessary to respond effectively to current change agendas.

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6. Catalogue Summary

The philosophy underpinning this module is that there are no 'simple recipes' for managing change and innovation in public services. Rather, organisational change, especially when imposed (by central government) is a complex, contingent and context-specific process, liable to resistance and unintended consequences. The module will include a 'policy analysis' of New Labour's modernisation/transformational government agenda (aims and objectives, shifting emphases, style, tensions and ambiguities from a delivery perspective) and draw upon academic research into the implementation of change in public service organisations in the areas of performance management and networked governance.

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7. Assessment Pattern	Weight %	Pass Req	Comments
Written assignment	40	50% on Aggregate	(Minimum 40% in each element)
Seminar presentation and paper	60		

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8. Indicative Tutorial Team	David Clark and Neil Marriott.

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9. Indicative Teaching Methods

The module will be taught by a combination of informal lectures, small-group discussions/exercises and directed reading. It is anticipated that the specific content of the module will be adjusted to reflect the needs and experience of course participants, who are likely to be drawn from a range of local public service and voluntary sector organisations.

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

11. Sample Assignments

The written assignment will take the form of a 1500-word policy analysis/evaluation of the Labour government's modernisation/transformation programme (1997 to date) and of the strengths and weaknesses of such a top-down, policy-driven model of change.

The seminar presentation/paper will consist of a critical examination of an aspect of local governance or partnership working. Each seminar will be student-led, with preparation of a brief 'guide to reading' for other course participants in advance of the presentation and a Q and A session following the paper, in which the presenter defends the paper. Wherever possible, papers will draw directly on course participants' own organisational experience. Each element of assessment (the presentation and its defence and the follow-up paper of approximately 1000 words) will be equally weighted.

12. Indicative Outline Content

Theme 1. What is distinctive about managing public services?
▪ Politicians, accountability, citizens and participation.
▪ Values, motivation and the ethic of public service.

Theme 2. The changing context of public service management and delivery.
▪ The post-1980 restructuring of UK public services and the rise of New Public Management.
▪ New patterns of governance and New Labour's modernisation agenda.
▪ The local government modernisation agenda (2000) and the rise of the strategic local authority.
▪ The 'mixed economy' of public service provision and the 'social enterprise' model of voluntary and community sector organisation. Public-private partnerships.

Theme 3. Performance management and measurement.
▪ The performance improvement agenda: performance management as government policy.
▪ Performance management in practice: competing approaches to performance measurement and performance improvement.
▪ Evaluating performance management regimes: lessons from the literature.
▪ How do we know 'what works': the challenge of programme and policy evaluation.

Theme 4. Beyond service improvement: the management of inter-organisational relationships.
▪ The principles of good local governance.
▪ 'Place shaping' and its implications for the political and managerial leadership of local authorities.
▪ The network model of organisation, local partnership working and the challenge of collaborative governance, with particular reference to local strategic partnerships (LSPs) and local area agreements (LAAs).
▪ Community leadership and governance. Involving citizens and users in service development and delivery. Models of neighbourhood empowerment.
▪ Information age governance. Beyond customer relationship management?

13. Indicative Reading

Pollitt, C. 2003 *The Essential Public Manager*, Open University Press (core text).

Kirkpatrick, I., Ackroyd, S. & Walker, R. 2004 *The New Managerialism and Public Service Professionals: Developments in Health, Social Services and Housing*, Palgrave Macmillan.

Lyons, M. 2007 *Inquiry into Local Government. Place-shaping: a Shared Ambition for the Future of Local Government – Final Report*, Stationery Office.

Osborne, S. & Brown, K. 2005 *Managing Change and Innovation in Public Service Organizations*, Routledge.

Paton, R. 2003 *Managing and Measuring Social Enterprises*, Sage.

Pawson, R. & Tilley, N. 1997 *Realistic Evaluation*, Sage.

Pawson, R. 2006 *Evidence-based Policy: a Realist Perspective*, Sage.

SOLACE, 2005 *Managing in a Political Environment*.

Stoker, G. & Wilson, D. (eds) 2004 *British Local Government into the 21st Century*, Palgrave Macmillan.

Tavistock Institute, 2006. *All our Futures. The Challenges for Local Governance in 2015*.

Indicative journals

Local Government Studies, Policy and Politics, Public Money & Management, Public Management Review

BS4xxx: Socio-cultural analysis of global issues

2. Credits	20	Level: M	Status C

3. Subject	Business Management	Type: Taught

4. Pre-requisites	None
Co-requisites	None

5. Aims/Learning Outcomes.

The module has four aims:

a) to examine the construction of identities in a global context with a special focus on the processes of globalisation in relation to cultural and religious practice;

b) to explore (i) the human side of contemporary socio-cultural dynamics, (ii) critical issues of world studies at a micro level and (iii) the role of the arts, including the performing arts, in the context of globalization;

c) to develop students' understanding (i) of the significance of the cultural dimension of global politics, (ii) of specific issues of identity, acculturation, and problems of vulnerability as well as empowerment, and (iii) of the roles of cultural materials and religious practices in shaping such issues;

d) to develop a multi-faceted and multidisciplinary understanding of socio-cultural approaches to global issues..

6. Catalogue Summary

This module sets out to problematise established binaries which pitch the spiritual and cultural aspects of human behaviour against commerce. It will invite students to consider the proposition that understanding of and solutions to current global problems cannot bypass these cultural and spiritual dimensions. Focusing on particular case studies which offer a global perspective on cultural politics, such as occupation and cross cultural negotiation; post-colonialism and neo-colonialism; 'Hollywoodisation'; mediasport and celebrity culture; migrancy, empowerment and acculturation, the module will engage with some of the most pressing concerns of the early twenty-first century concerning: power and discourse; constructions of identity; hybridity, nationalism and fundamentalism; the globalization of culture; the function of art and religion in advanced consumer capitalist societies. Running through the module and providing thematic coherence is its engagement with the facts of increasing inequality and the ensuing patterns of power and resistance which can be traced on a shifting and heterogeneous global canvas.

Pedagogically, this module is based on a series of topical case-studies which enable students firstly to contextualise current issues in world studies, and secondly to conceptualise those issues. A variety of tutors and guest speakers can hence contribute to the delivery of the module but also to its regular redesign as the agenda and contents will have to follow world evolutions and events.

7. Assessment Pattern	Weight %	Pass Req	Comments
Presentation supported by written evidence	50	50% on Aggregate	30 minutes (Minimum 40% in each element)
Essay	50		3500 words

8. Indicative Tutorial Team	Carol Smith, Mick Jardine, Jude Davies, Tim Prentki.

9. Indicative Teaching Methods

Lecture and seminar; small group work.

10. Indicative Learning Activities	Hours	Comments
Lecture	12
Seminar	12
Group work	12
Tutorial	2
Visiting speaker/Visit	8
Student managed learning	154
Total:	200

11. Sample Assignments

In what ways and to what extent can community performance be seen as an effective strategy for empowerment?

'The Beckham phenomenon amounts to cultural degradation on a global scale.' Discuss

To what extent can it be argued that the case of the Palestine refugee camps shows the irresistible power of religious and cultural identity?

12. Indicative Outline Content

Introductory phase (3 weeks):
- Cultural and Religious Studies perspectives on globalisation;
- Introduction to relevant critical theory for engagement with globalisation issues;

Case Studies – critical application of relevant theory (6 weeks):
- Community theatre in the Third World: empowerment through performance
- Palestinian refugee camps: acculturation, vulnerability and empowerment
- MediaSport and constructions of identity – the Beckham phenomenon.

Concluding Phase (3 Weeks)
- Presentations
- Art, theatre, religion and the market – possible ways forward (2 weeks)

13. Indicative Reading

Barker, Chris (1999). *Television, globalization and cultural identities*, Buckingham: Open University Press

Bauman, Zygmunt (1998). *Globalization: the human consequences*, Cambridge: Polity Press

Bharucha, Rustom (2000). *The politics of cultural practice: thinking through theatre in an age of globalization*, London: Athlone

Cameron, D.R. ed. (2002). *Street Protests and Fantasy Parks: Globalization, Culture and the State*, Canada: UBCP

Christina Chimisso ed. (2003). *Exploring European identities*, Milton Keynes: Open University

Crick, Bernard et al eds (2000) *After Seattle: globalisation and its discontents*, London: Catalyst

Featherstone, Mike (1995). *Undoing culture: globalization, postmodernism and identity*, London: Sage

Giddens, Anthony, (1999). *Runaway world: how globalisation is reshaping our lives*, London: Profile

Held, David ed. (2000) *A globalizing world?: culture, economics, politics*, London: Routledge

Jameson Fredric and Masao Miyoshi eds (1998). *The Cultures of globalization*, Durham, NC: Duke University Press

King, A.D. (1997). *Culture, globalization, and the world-system: contemporary conditions for the representation of identity*, Minneapolis, Minn.: University of Minnesota Press

Maguire, Joseph (1993). 'Globalization, sport development and the media/sport production complex', *Sport Science Review*, 2, 29-47, 1993

Miller, Toby, et al eds (2001). *Globalization and sport: playing the world*, London: Sage

Mohammadi, Ali (2002). *Questioning Globalization: The Culture of Capital*, Pluto Press

Moran, Albert (1998). *Copycat television: globalisation, program formats and cultural identity*, Luton: University of Luton Press

Sakr, Naomi (2001). *Satellite realms: transnational television, globalization and the Middle East*, London: I.B. Tauris

Stevenson, Nick (1999). *The transformation of the media: globalisation, morality and ethics*, London: Longman

Turner, Bryan S (1994). *Orientalism, postmodernism and globalism*, London: Routledge

Uno R., ed. (2002). *The color of theater: race, culture and contemporary performance*, London; New York: Continuum

Watson, Ian ed. (2002). *Negotiating cultures: Eugenio Barba and the intercultural debate*, Manchester: Manchester University Press

Wegner, Phillip E (2002). *Imaginary communities: utopia, the nation, and the spatial histories of modernity,* Berkeley, Calif.; London: University of California Press

Wenner, Lawrence A. ed. (1998). *MediaSport*, London: Routledge

BS8xxx: Dissertation

2. Credits	40	Level: M	Status V

3. Subject	Business Management	Type: Dissertation

4. Pre-requisites	Research Methods in Business
Co-requisites	None

5. Aims/Learning Outcomes.

This module is the culmination of the MBA programme. It offers students the opportunity to develop their research skills and complete a substantive piece of work.

On completion of the module, students will be able to:

a) present a substantive piece of analytical work that integrates personal, vocational and theoretical perspectives

b) critically analyse a range of issues of theory and practice relating to their chosen

c) implement research methods using appropriate tools and techniques

d) produce a substantial report based on practioner-focused research and application

6. Catalogue Summary

Students will pursue independent study and research, culminating in a dissertation of between 10,000 and 15,000 words.

7. Assessment Pattern	Weight %	Pass Req	Comments
Dissertation of between 15,000-20,000 words	100	50%	

8. Indicative Tutorial Team	The programme team.

9. Indicative Teaching Methods

Each student will have a supervisor appointed by the programme leader.

10. Indicative Learning Activities	Hours	Comments
Tutorials	6	
Student managed learning	394	
Total:	400	

11. Sample Assignments

Titles could include:

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

Venture capital – the critical ingredient for SME growth?

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

Hedging foreign exchange exposure – assessing strategies for a UK based electronics group

12. Indicative Outline Content

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

13. Indicative Reading

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

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

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

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

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

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

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

Specific resource content will depend on the research topic.

IV. APPENDICES

A. UNIVERSITY CRITERIA FOR TAUGHT MASTERS PROGRAMMES

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

DISTINCTION – 70 - 99%

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

PASS – 50-69%

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

FAIL – 0-49%

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

Work at the lower end of this scale will be unsatisfactory and demonstrate
- little understanding of the subject and its implications
- a limited amount of reading and poor knowledge of the previous contributions on the subject
- limited ability to formulate and sustain a clear argument
- poor presentation skills and serious problems with language and referencing.

Faculty of Social Sciences

Staff and Student Research

Winchester Business School

Ethics Framework

2006-07

1.   Guiding Principles

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

2.   Code of Conduct

i.   There is no single code of practice for this subject area but the Guidelines cited in paragraph 1 provide an appropriate framework. The subject does not have its own Ethics Committee.

ii.   In the wider world of business, there are many codes of ethics but many of these relate to the ethical behaviour of business at large or to general conduct in the workplace, rather than to research.

iii. Important questions of an ethical nature can be raised initially with the Head of Subject or, informally, with the Business representatives on SOCRIC.

iv.   Wider scrutiny can be obtained through referral to the field committees in either Business or Leisure and Tourism. These meet once a term.

v.   Further scrutiny can be effected by the School Ethics Committee.

vi.   Ethical issues that arise within assessment can be referred to the relevant external examiners.

3.   Student and Staff Research

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

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

Ethical Awareness

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

Signed					Date

iii.	All Business students undertake a course in Research Methodology which addresses ethical issues. All students receive guidance on ethics from module tutors and a section on ethical issues is required in the methodology sections of all FYPs. Specific guidance is available on the intranet in respect of plagiarism.

iv.	Staff research proposals seeking specific college or external funding will be scrutinised within the Business Management Group and a copy of the "Research Ethics Statement for Staff in Business, Leisure and Tourism" will be attached to the proposal sent to SOCRIC. SOCRIC can thus ensure that ethical issues have been considered.

v.	For any other research that they undertake, staff are required to scrutinise their plans for ethical considerations identified in the School Ethics Framework. They should sign the self certification pro-forma (copy attached) if there are no issues, and keep a copy of this. If the research involves identifiable human participants, or there are other issues, these should be referred to a peer who will sign the pro-forma accordingly.
In any event the responsibility for any such research remains with the researcher.

# 4.	Research Guidelines

i.	The Business Management Group recognizes the need for academic freedom of speech and writing within the law.

ii.	The Group acknowledges that ethical standards are not constant across time or culture; researchers should investigate and respect the ethical values of cultures being researched.

iii.	Staff and students should:–
   a)	acquaint themselves with available guidance as to "best practice" in relation to matters of research policy; these may be derived from relevant subject associations, professional bodies or other relevant organisations and the document cited above;
   b)	be aware of the School Ethics Framework and these subject guidelines;
   c)	observe such legal and ethical requirements as are determined by the College or external bodies that are involved in the field of research;
   d)	report any conflict of interest, whether actual or prospective, to the appropriate authority;
   e)	observe fairness, probity and equity in the conduct of their research;
   f)	eschew plagiarism and fabrication, falsification, misrepresentation and deception in proposing, carrying out, or reporting results of research in any internal or external publications, and deliberate or negligent deviations from accepted practice in the carrying-out of research. This definition of misconduct does not include honest error or honest differences in interpretation or judgment in evaluating research methods or results;
   g)	respect the confidentiality of data obtained through research;

      and

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

5. Procedures and Penalties for Breaches of Ethical Conduct

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

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

6. References

Default Research Ethics Source for Business Management Group

Guidelines for Research Ethics in the Social Sciences, Law and the Humanities (2001) www.Etikkom.no/Engelsk/Publications/NESHguide

Other References

British Psychological Society (2000) *Code of Conduct, Ethical Principles and Guidelines* Leicester http://www.bps.org.uk

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

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

ILAM (2000) *Code of Conduct* Reading www.ilam.co.uk

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

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

Carter McNamara (1999) *Complete Guide to Ethics Management: An Ethics Toolkit for Managers* http://psim.co.uk/apel/ethics/htm

C.   Examples of Recent Staff publications and research outputs – Arranged by type, author

Books, Chapters in Books

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

Case, Robert (2002) *Japan* (Countries of the World), Evans Brothers

Catterall, Ross (2001), 'International Competitiveness and Speculative Foreign Exchange Markets' in Lloyd-Reason, L. and Wall, S. (eds) *Dimensions of Competitiveness: Issues and Policies*, Edward Elgar

Catterall, Ross (2001), 'Preface' in Lloyd-Reason, L. and Wall, S. (eds) *Dimensions of Competitiveness: Issues and Policies*, Edward Elgar

Catterall, Ross and Aldcroft, Derek (2004), *Exchange Rates and Economic Policy in the Twentieth Century,* Aldershot, Ashgate Publishing. ISBN 1 84014 264 2

Hart,Mike (2005) 'Is Plagiarism an inevitable consequence of digital learning?' in Sharma, R.C., Mishra, S. and Pulist, S.K. (eds)*Education in the Digital World* Viva Books, New Delhi ISBN: 81-309-0185-4

Sheeran, Paul (2001) 'International Countertrade' in *The Routledge Encyclopaedia of International Political Economy*, ed. R.J.Barry Jones, London: Routledge.

Sheeran, Paul (2001)'Countervailing Duties' in *The Routledge Encyclopaedia of International Political Economy*, ed. R.J.Barry Jones, London: Routledge

Sheeran, Paul (2001) *Cultural Politics in International Relations*, Aldershot: Ashgate Publishers

Sheeran, Paul (2003) *Cultural Politics in International Relations* (Ukrainian Translation, New Forward), Aldershot: Ashgate Publishers

Sheeran, Paul (2004) *International Political Economy of Investment Bubbles* Aldershot: Ashgate Publishers

Sheeran, Paul (2006) *Literature and International Relations*, Aldershot: Ashgate Publishers

Sheeran, Paul (2006) 'World Health Organization' in *Encyclopaedia of Business Ethics and Society*, New York & London: Sage Publications

Sheeran, Paul (2006) 'Political Legitimacy' in *Encyclopaedia of Business Ethics and Society*, New York & London: Sage Publications

Journal Articles

Case, Robert (2001) 'Ageing Society in Japan', *Geography Review,* Volume 15 No. 3, January 2001

Case, Robert (2001) "Salt Marshes", *GeoFactsheet*, September 2001

Case, Robert (2003) "Japan's Relationship with the Environment" *Geography Review,*16,(4), March

Case, Robert (2003) 'Greenfield Sites v. Brownfield for Sports Stadia - A Tale from Southampton' *GeoFactsheet*,149, April

Catterall, Ross (2001), 'Speculative Currency Markets and the Stability of the Euro', *Economic Society of Australia* (web publication)

Catterall, Ross (2004), 'The Exchange Rate Roller-Coaster', *Journal of the Business and Economics Association*, Autumn, pp. 3-12

Catterall, Ross (2006) 'Interest Rates: Up, Down or Steady?' *British Economic Survey*, Winter Vol 36, No.1 Autumn, ISSN: 0263-3523

Catterall, Ross (2007) 'The Prospects of a Global Currency: The Lessons from the Eurozone' *British Economy Survey,* Vol 37, No.2 Summer, pp 43-48 ISSN: 0263-3523

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The team is represented in two important research projects

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

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

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

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

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

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

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

D. STAFF CONSULTANCY ACTIVITIES

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

Assessment of Commercial Opportunities in Tourism – Canary Islands

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

Budgetary Issues – UK

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

Economic Development – Greece

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

Economic Policy Impacts – Sub-Saharan Africa

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

Economics of Social Provision by Local Authorities – UK

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

External Challenger – Hampshire County Council

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

Financial Market Information – UK

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

Financial Markets Training Programme – UK

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

General Management at Celuk

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

Growth Performance – Poor Countries

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

International Financial Markets Training – UK

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

Investment Appraisal and Western Capital Markets – UK

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

Investment Appraisal – UK

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

Magistrates' Courts Service

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

Management Accountancy Systems – Mencap

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

Marketing Research and Planning – Theatre Royal, Winchester

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

Review Body on Doctors' and Dentists' Remuneration

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

Training in Macroeconomics and Finance – UK

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

Travel management Systems – BAT

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

Venture Capital Appraisals – Scotland

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

Winchester Tourism – Training of Tour Guides

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

Winchester Tourism – Customer Satisfaction

Conducting satisfaction survey for local tourism agency.

E. SUPPLEMENTARY LEARNING ACTIVITIES PORTFOLIOS

1. General Information for Students

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

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

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

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

(a) It will identify for you those areas in which your knowledge base is strong, intermediate or weak

(b) It will demonstrate this to members of the tutorial team who will then be able to point you to the more specific areas (and sources) that you need to study in order to make sure that by the end of the Autumn term, you are all on a 'level playing field' as it were.

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

2. Audit of Knowledge and Concepts

2.1. Core Area 1

Core Area 1	Contextual factors (legal, ethical, economic, environmental); corporate governance
	1. Write approx. **700 words** for **Task 1** and **350 words** for **Task 2** 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis.
Task 1 (700 words)	Choose **two** of the following 'issues' which at the time generated considerable discussion in the world's business community: (1) The Bhopal/Union-Carbide disaster (2) The Ford Pinto case study (3) The Enron financial disaster Carefully analyse what you seem to be the key issues (and how they may combine) in your chosen cases, focusing on the actual principles (e.g. legal, economic) demonstrated in each case. Draw attention to any key similarities you observe.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] Medium [_] High [_]
Task 2 (350 words)	Give a 'pen portrait' of the state of corporate governance in the UK in 2007, making comparisons with at least **one** other society. In each case, what are the most immediate challenges to be faced?
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] Medium [_] High [_]

End of Core Area 1

2.2. Core Area 2

Core Area 2	Markets and customers
	1. Write approx. **350 words** for each of **Task 1, Task 2 and Task 3** 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis.
Task 1 (350 words)	Illustrate your understanding of the concept of 'the market' by discussing to what extent a market exists for sources of renewable energy.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔] <table><tr><td>Low [_]</td><td>Medium [_]</td><td>High [_]</td></tr></table>

Task 2 **(350 words)**	In the context of the global economy, is there an inevitable long term trend for the markets for services to increase at the expense of manufacturing?
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔] <table><tr><td>Low [_]</td><td>Medium [_]</td><td>High [_]</td></tr></table>

Task 3 **(350 words)**	Why has the concept of 'the customer' achieved such prominence in the marketing literature recently? Does the concept apply equally well to the consumers of services in the public sector?
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔] <table><tr><td>Low [_]</td><td>Medium [_]</td><td>High [_]</td></tr></table>

End of Core Area 2

2.3. Core Area 3

Core Area 3	Marketing of goods and services
	1. Write approx. **350 words** for each of **Task 1, Task 2 and Task 3** 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis.
Task 1 (350 words)	Evaluate the extent to which any well-known marketing model (Ansoff's Matrix, Boston Matrix, Porter's Five Forces) may need some updating in the light of contemporary conditions
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] Medium [_] High [_]

Task 2 (350 words)	How can the principles of Customer Relationship Management be applied to any organisation with which you are familiar.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] Medium [_] High [_]

Task 3 (350 words)	Explain which industries are most likely to be able to deploy e-marketing most effectively.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] Medium [_] High [_]

End of Core Area 3

2.4. Core Area 4

Core Area 4	Business Finance, use of accounting for managerial purposes
	1. Write approx. **350 words** for each of **Task 1, Task 2 and Task 3** 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis.
Task 1 **(350 words)**	Explain the key differences between sources of finance for start ups for a sole trader vs. a large limited company. Your answer should also pay attention to the most common reason for business failure in the case of the former.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] Medium [_] High [_]

Task 2 **(350 words)**	Indicate which features of company financial reports are most critical in assessing the health and viability of a company, paying particular attention to the key financial ratios that you would either examine or calculate.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] Medium [_] High [_]

Task 3 **(350 words)**	Explain the importance of *Balance Sheets* and the *Profit and Loss Account* if you were giving advice to a sole trader
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] Medium [_] High [_]

End of Core Area 4

2.5. Core Area 5

Core Area 5	Management and development of people
	1. Write approx. **350 words** for each of **Task 1, Task 2 and Task 3** 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis.
Task 1 (350 words)	Drawing upon research evidence, give a succinct answer to the question whether money is a key motivating factor in the employment relationship
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_]	Medium [_]	High [_]
Task 2 (350 words)	Is money invested in training seldom profitable when individuals can sell their newly acquired skills to the highest bidder?
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_]	Medium [_]	High [_]
Task 3 (350 words)	What are the responsibilities of an employer towards a local workforce in the face of a globalised world economy?
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_]	Medium [_]	High [_]

End of Core Area 5

2.6. Core Area 6

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

End of Core Area 6

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

[Key: Case = Case no.

Gender   1=Female, 2=Male;

Internet minutes online per day;

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

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

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

2.7. Core Area 7

Core Area 7	Development of information systems
	1. Write approx. **350 words** for each of **Task 1, Task 2 and Task 3** 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis.
Task 1 **(350 words)**	Discuss the principal ways in which the effectiveness of an IT system can be measured.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] | Medium [_] | High [_]

Task 2 **(350 words)**	Explain the importance of Business Continuity Planning (Disaster Recovery Planning) and the critical plans that management should implement.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] | Medium [_] | High [_]

Task 3 **(350 words)**	Explain the contribution of Management Information Systems in securing competitive advantage.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]
	Low [_] | Medium [_] | High [_]

End of Core Area 7

2.8. Core Area 8

Core Area 8	Use of ICT Skills and Techniques
	1. Demonstrate your practical ICT skills for **Task 1, Task 2** and **Task 3**.
Task 1 **(1-2 pages)**	In order to demonstrate your ICT skills, compose a one slide PowerPoint presentation (with your name on it) and a very simple spreadsheet. Then produce a Word document which incorporates both of the above *(Hint: may you need to use screen snaps and incorporate image files for the PowerPoint)*
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]

Low [_]	Medium [_]	High [_]

Task 2 **(1-2 pages)**	In order to demonstrate your ICT skills, present appropriate graphical representation of some of the statistical data set given for Core Area 6 , Task 3 and incorporate these into a Word document.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]

Low [_]	Medium [_]	High [_]

Task 3 **(1-2)**	Present the results of a simple one page website (preferable written in native HTML) showing good appreciation of web design techniques.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔]

Low [_]	Medium [_]	High [_]

End of Core Area 8

2.9. Core Area 9

Core Area 9	Development of policy and strategies
	1. Write approx. **350 words** for each of **Task 1, Task 2 and Task 3** 2. Reference your material carefully 3. Keep descriptive material to the minimum so it does not crowd out your own analysis.
Task 1 **(350 words)**	Collins (2001) *Good to Great*, (HarperCollins, stresses 'getting the right people on the bus sitting in the right seats—and the wrong people off—before figuring out where to drive it.' Critically evaluate this particular view of strategic management in the light of contemporary approaches.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔] Low [_] | Medium [_] | High [_]
Task 2 **(350 words)**	Given a corporate strategy of 'going green' in an organisation of 150 employees, indicate the major problems you can foresee in implanting the strategy and how these might be overcome.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔] Low [_] | Medium [_] | High [_]
Task 3 **(350 words)**	Illustrate the ways in which contrasting national cultures can influence the implementation of strategic development.
Audit knowledge	*Self-identification of your knowledge base before you start the exercise* Tick one of these categories [✔] Low [_] | Medium [_] | High [_]

End of Core Area 9

3. Preparation of your Supplementary Learning Activities Portfolio

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

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

On occasions, it will be evident either from

(a) your own self-identification or

(b) tutor examination of your Audit document

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

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

As part of your portfolio, you will need to identify

(1) Any areas in which your knowledge/skills falls below a baseline standard

(2) The specific materials which, after the appropriate advice/support, you   have consulted and studied

(3) Your own summary of the ways in which you feel you have brought up your knowledge and skills to the baseline standard.

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

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

F.   PERSONAL DEVELOPMENT PLANNING PORTFOLIOS

1.   General Information for Students

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

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

material (e.g. the Harvard referencing system). You may also be acquiring new skills or enhancing previously acquired skills in areas such as accounting, statistics and ICT for example.

Interpersonal skills – the course encourages you to develop your social and interpersonal skills by collaboration with other students, particularly by working in teams. Collaboration entails a certain amount of 'give and take' but also implies that you give (or contribute) as least as much you take from an activity.

You will be asked to record and document the progress you have made in each of these areas on a termly basis.

5.	**Periodic reflection upon your learning experiences and learning styles**
	This section is similar to the previous heading but is broader in its scope. It may be that as a result of your academic studies, your discussions with fellow students and other activities in which you engage that you find yourself acquiring new attitudes and ways of thinking about your course material. You will be asked to reflect periodically upon the ways the ways in which your academic journey is progressing. This could contain material as straightforward as the beneficial effects of setting yourselves timetables and deadlines or the ways in which you feel your study techniques have improved. On the other hand, you can also identify and reflect upon your own personal learning styles (using well known models such as 'double loop learning' or the Honey & Mumford typology of learning styles for instance).
6.	**Documentation of associated academic activities.**
	You will be given the opportunity to engage in a range of associated academic activities which will include participation in the Business management postgraduate seminar programme, attendance at presentation given by guest speakers within the university, activities associated with the University's Research and Knowledge Transfer Centre located at West Downs and so on. You may even find that there are conferences that you can attend at a reduced fee (for postgraduate students)
	You will be asked to record which activities you have attended and for your reflections upon what you have gained from each one of these.

7.	**Documentation of extra curricula activities**
	Academic study forms the core of your postgraduate experience but there will be other areas of your life (e.g. part-time employment experience, voluntary activities) which can usefully enhance your life-skills and your overall profile. In this section, you will be asked to reflect upon the ways in which course materials may be useful to you – for example in the world of work. At the same time, these experiences also feed back into your course – so you are encouraged not to insulate these

	elements from each other but to reflect upon the ways in which there may be mutual and reciprocal interactions between your formal course and other parts of your life-space.
8.	**Career Planning**
	You may already be anticipating a certain type of career or you may still bewanting to keep all of your options open at this stage. This section of your PDP allows you to document those researches you have undertaken to investigate career opportunities. These activities may be as informal as a conversation with a practitioner in the field to more systematic enquiries e.g. by utilising the resources of the University's Careers Guidance centre. Theimpact of conversations with fellow students as well as with academic staff are certainly not to be under-estimated in this regard.
9.	**Advance Preparation for your Dissertation**
	In view of the importance of the Dissertation (which contributes 40 of the 180 module credits), then it pays to start thinking about your dissertation from an early stage and certainly by the start of the second term.

You can the utilise the PDP to record your progress in each of the following areas:

(i) Ensuring that you have the necessary investigative and technical skills necessary to conduct a sustained investigation at a high academic level. There are also a range of useful research methods texts to assist you in this task.

(ii) Engage in a survey of the available literature to help you progressively focus upon the research question that will form the core of your research activities. |

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

G. TUTORIAL SUPPORT FOR STUDENTS

1. General Information for Students

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

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

1.	**Personal tutor/Academic Advisor.**
	Upon entry to the course you will be allocated a Personal Tutor/ Academic Adviser. Your Personal Tutor, as you will understand, cannot be an expert on every subject in the programme but they will have a central role in helping you make good progress upon the degree. They will have an oversight of your progress in all areas of the course. They will also act as a 'point of first contact' in case you have need of more specialist help as detailed below. In particular your personal tutor will: (i) Give general advice concerning your *Audit of Knowledge and Concepts* portfolio (ii) provide ongoing help for the preparation of your *Supplementary Learning Activities* portfolio (iii) assist you in your choice of pathway and optional modules (iv) provide you with ongoing support throughout your course. All students will also be provided with a *Course Handbook* which gives information on a whole range of issues common across the University such as term dates, submission policy and retrieval of failure. Your personal tutor will also help you with any questions that arise which are not answered as such in the *Course Handbook*. Module specific enquiries will be addressed in the handbook associated with each course. Your personal tutor will also assist you to locate material on the University portal in the form of policy statements. They will also be able to assist you, if necessary, make approaches to other student support services, principally the Library and ITCS (computer services)

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

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

H. CULTURAL AWARENESS AND EQUAL OPPORTUNITIES

The University's *Equal Opportunity Policy* (2005) states that:

'All staff and students will be treated equitably regardless of their age, colour, disability, family responsibilities, gender identity, marital status, national origins, race/ethnicity, religious or political beliefs and affiliations, sex, sexual orientation, socio-economic background or other inappropriate distinction. Staff are required to contribute positively to the University's mission, which is to provide high quality university education, responsive to the intellectual and professional needs of its members and the wider community, and serving their social, spiritual, ethical and economic needs.'

The Business School seeks to ensure that its programmes are accessible to students from diverse backgrounds. The School is alert to the fact that its student body should reflect the diversity of the general population. Students who come from under-represented groups in higher education are acknowledged as being able to make a particularly unique contribution to the MBA programme. In an attempt to facilitate integration of students from different educational backgrounds and with diverse educational needs, and to facilitate their efforts to succeed postgraduate study, applicants with special needs will be identified and tracked as soon as they can be identified. This may be at the application or interview stage, at induction, when completing the Supplementary Activities Learning Portfolio (see Section E above) or when students voluntarily bring specific needs to the attention of the Course Team. In conjunction with the University's support services, the Course Team will attempt to devise appropriate support measures for students with special educational needs. This approach is in accordance with the University's Widening Participation Strategy, 2005 - 2008 which notes that:

"The University will ensure that its courses are accessible to all those who have the potential to benefit from them, regardless of social, economic, ethnic or religious background' and that the University values 'the wealth of experience, skills and knowledge which students from diverse backgrounds bring to he experience of other students and staff at the University'

1. Disability

In line with the University's policies relating to cultural awareness and equal opportunities, and within the constraints of its geographic location, the University's *Disability Policy* (2007) notes that:

'The University is committed to creating an inclusive learning, teaching and assessment environment for all its students and to ensuring that students with a disability receive full access to education and other related provision and have the same opportunities as non disabled students'1.

The Business School seeks to ensure that its student body is representative of the broader population, in accordance with national equal opportunities policy and University policy, and practice in much of the business and public sectors. The University's Disability Officer makes an individual assessment prior to the student with special needs joining the University in order to determine what adjustments would be reasonable in terms of the support offered. Learning contracts are a requirement for students with declared disabilities. In addition financial support is available for adaptations to existing resources or to access additional equipment assessed as reasonable. The personal tutor scheme, which will be implemented for the MBA programme, is aimed at ensuring that a member of staff is able to guide the student to appropriate support during the programme of study. However, while attempting to be

responsive to the specific needs of a disabled student the right of the individual to decide whether or not to disclose a disability is acknowledged.