

## Module Specification

### BUSINESS RESEARCH METHODS

<b>Module Description:</b>	This module provides the underpinning knowledge and theory of research methods to assist students in their study of all subsequent modules. Its aim is to develop the written and analytical skills required for effective research and to enable students to undertake investigative research for themselves. The module will focus upon information related academic and research skills, research methodology, data collection techniques and the use of evidence to inform and change practice. Ethical issues are explored in the context of preparing a research proposal which will form the basis of the Research Project undertaken in the second year of the programme.
<b>Module TLA Strategy:</b>	Module delivery will include lead lectures, group seminars and personal tutorials. Students will also be encouraged to complete independent study outside of the classroom environment either alone or in small subject groups. The formal sessions will be supported by online resources obtainable from the VLE. Students will be offered advice and guidance on research methodology and the ethical issues involved in research. Learning will take place via exploratory research, group discussion, reflection on practice and the project work undertaken. The module will offer students the chance to begin to research an area in which they are interested and to develop reflective practice negotiated with their module tutor. It will introduce students to the importance of applying evidence based practice and employing research methodology.
<b>Syllabus:</b>	Students will study the following topics: <ol style="list-style-type: none"><li>1. The nature of research</li><li>2. Tools and terminology of research</li><li>3. The mechanics of research – hypotheses, research questions, literature reviews</li><li>4. Data collection – primary and secondary research</li><li>5. Research methods - qualitative and quantitative</li><li>6. Plagiarism</li><li>7. Ethics relating to research</li><li>8. Critiquing and recognising valid and reliable research</li><li>9. Putting together a research proposal</li><li>10. Consideration of theoretical approaches to research methods</li><li>11. Techniques to review literature</li></ol>

	<p>12. Confidentiality, informed consent, assent and dissent of participants</p> <p>13. Data protection</p>
<p><b>Learning Outcomes:</b></p>	<p>On completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Assess theoretical approaches to research</li> <li>2. Discuss methodology and methods of research</li> <li>3. Report data analysis strategies</li> <li>4. Identify and produce a research proposal</li> </ol>
<p><b>Bibliography:</b></p>	<p><b>Core Texts:</b></p> <p>Saunders S. Lewis P. Thornhill T (2009) Research Methods for Business Students Prentice Hall</p> <p><b>Further Reading:</b></p> <p>Bedford and Wilson (2006) Study Skills for foundation Degrees, Great Britain; David Fulton Publisher</p> <p>Bell, J. (2009) How to do your Research Project (6th Ed), London: Open University</p> <p>Dawson, C. (2009) Introduction to Research Methods: A Practical guide to anyone undertaking a Research Project. How to Books</p> <p>Grix, J (2004) The Foundations of Research. Palgrave MacMillan</p> <p>Payne and Whittaker (2000) Developing Essential Study Skills, England; Pearson Education Limited</p> <p>Sieber, J (1992) Planning ethically responsible research: A guide for students and Internal Review Boards, London; Sage Publications Inc.</p> <p>Walliman, N (2005) Your Research Project (2nd ed) London: Sage</p>

## Module Specification

### SOCIAL RESPONSIBILITY

<b>Module Description:</b>	This unit is designed to enable learners to understand the external context in which they and their organisation operate, place the leadership role in context and underline the wider responsibilities of the role, and to develop a greater awareness of the cultural, moral, ethical, and environmental effects of their activities. In addition, learners need to be aware of current and developing national and European legislation and how this will impact upon their actions.
<b>Module TLA Strategy:</b>	<p>Teaching and learning take place through class based seminars including facilitated discussion. This is to be followed by group discussion of organisational issues in the context of the specific subject(s) under review in each seminar. In the early stages of the course these will be specific to the taught lectures. Later on a broader range of problems will be incorporated which may generate new areas of learning with students setting learning objectives that go far beyond the particular taught components.</p> <p>A Problem Based approach will be adhered to in the module, where students will be allocated particular topics/service models that they will research and present to each other to develop their library skills, presentation skills, independent learning skills and group discussion skills, peer review skills and management communications skills.</p>
<b>Syllabus:</b>	<p>Resource issues and types of economic system: basic economic problem; effective use of resources; type of economic systems – command, free enterprise, mixed, including transitional economies; public and private sector initiatives; private finance initiatives</p> <p>Environmental context, political and legal aspects, ethics: globalisation; the EU; technological developments; environment/climate change; legislation; influence of stakeholders e.g. social partners at national/supra-national level, interest/pressure groups e.g. Greenpeace; the influence of the global economy – trends, uncertainties, growth, impact on the economy, globalisation, multinationals, World Bank</p> <p>Government policy UK/EU: fiscal policy in the UK/EU; monetary policy in the UK/EU; industrial policy; social welfare policy; economic growth; economic</p>

	performance/indicators; impact and role of Bank of England, CBI, TUC and other parties
<b>Learning Outcomes:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate how the external environment impacts the organisations operations</li> <li>2. Analyse the impact of globalisation on the environmental, technological and social environment at national and international levels</li> <li>3. Analyse the effects of changes in government macro-economic policies on organisations and their stakeholders</li> <li>4. Evaluate the impact of contemporary legislation on organisations</li> </ol>
<b>Bibliography:</b>	<p><b>Key Text</b></p> <p>Wetherley P and Otter D eds. (2007) "The Business Environment: Themes and Issues" Oxford University Press, Oxford</p> <p><b>Core Reading:</b></p> <p>Crowther D and Green M, (2008) "Organisational Theory", CIPD, London</p> <p>Hawken P, (2005) "The Ecology of Commerce: A Declaration of Sustainability" Collins Business, New York</p> <p>Houghton J (2004) "Global Warming: The Complete Briefing", Cambridge University Press, Cambridge</p> <p>Kew J and Stredwick J (2008) "Business Environment: Managing in a Strategic Context" CIPD</p> <p>Massey A and Pyper R (2005) "Public Management and Modernisation in Britain" Palgrave Macmillan</p> <p><b>Further Reading:</b></p> <p>Brown A (1998) "Organisational Culture" FT Prentice Hall</p> <p>Carson R (2000) "Silent Spring" Penguin</p> <p>Cowling K ed. (1999) "Industrial Policy in Europe: Theoretical Perspectives and Practical Proposals", Routledge, London</p> <p>Handy C (1993) "Understanding Organisations" Penguin, London</p> <p>Worthington, I and Britton C (2009) "The Business Environment" 6th edition, FT Prentice Hall, London</p>

	<b>Journals:</b>	
	People Management Development	Chartered Institute of Personnel
	Management Today	Chartered Management Institute
	The Economist	The Economist Newspapers Ltd
	<b>Websites</b>	
	<a href="http://www.ACAS.org.uk">www.ACAS.org.uk</a>	ACAS
	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a>	BBC
	<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel
	Development	
	<a href="http://www.peoplemanagement.co.uk">www.peoplemanagement.co.uk</a>	CIPD
	<a href="http://www.managers.org.uk">www.managers.org.uk</a>	Chartered Management Institute
	<a href="http://www.bis.gov.uk">www.bis.gov.uk</a>	Department of Business, Innovation
	and Skills	
<a href="http://www.economist.com">www.economist.com</a>	The Economist	

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### PSYCHOLOGY AND ORGANISATIONAL BEHAVIOUR

**Module Description:**

In this module learners consider the key topics associated with the study and analysis of the nature of organisations and their design, and develop an understanding of human behaviour at work. A wide range of organisation theories are drawn upon to encourage learners to develop a critical approach to their understanding and analysis of organisations. Through developing in learners an awareness and an understanding of a wide range of theoretical approaches to management and organisations, the module will enable students to analyse and understand a broad range of organisational issues including the contribution organisational culture and structure make to business success, the link between motivation theories and management practices, the factors which influence human behaviour in organisations and how individuals work in groups and the dynamics of groups.

**Module TLA Strategy:**

This module encourages learners to consider the contribution that people make towards the prosperity and success of any organisation by exploring key topic areas in the study of Organisational Behaviour. Teaching will utilise classroom lectures, PowerPoint presentations, case studies combined with open discussion sessions together with the use of ILT resources such as podcasts, DVD"s, VLE materials and video / audio clips. These approaches will help learners to consolidate the module theory and content and enhance their analytical, problem solving and debating skills, and encourage learners to relate concepts and principles to their everyday work environment.

With regard to motivation motivational videos of different types will be used to encourage discussion and students will be asked to relate the motivational strategies used to their own practice and organisational practice. Students are asked to consider theory in relation to the practice of colleagues working in their own organisation and their own motivation as an employee.

**Syllabus:**

1. The Nature of People and Organisations
2. Organisation structure
3. Managerial Effectiveness
4. Organisational Culture
5. Organisational Change
6. Communication

	<ul style="list-style-type: none"> <li>7. Motivating People at Work</li> <li>8. Groups</li> <li>9. Organisational Power</li> <li>10. Organisational Conflict</li> <li>11. Leadership</li> <li>12. Stress</li> </ul>
<p><b>Learning Outcomes:</b></p>	<p>On completion of this module, the student will be able to:</p> <ul style="list-style-type: none"> <li>1. Analyse the behaviour of individuals and groups in organisations.</li> <li>2. Discuss management practices, power, conflict and change within organisations.</li> <li>3. Apply a wide range of theories to the analysis of organisational issues.</li> <li>4. Evaluate the key theories in motivation and communication on managerial functions.</li> <li>5. Discuss the characteristics of an organisation as a system.</li> </ul>
<p><b>Bibliography:</b></p>	<p><b>Core texts</b></p> <p>Mullins, L.J. (2010) Management and Organisational Behaviour, 9th ed. FT / Prentice Hall.</p> <p>Huczynski, A. and Buchanan, D. (2010) Organisational Behaviour: An introductory Text. 7th ed. FT /Prentice Hall</p> <p><b>Further Reading</b></p> <p>Rollinson D. (2008) Organisational Behaviour and Analysis. London: Prentice Hall.</p> <p>Armstrong. M. (2009) Armstrong’s Handbook of Human Resource Management Practice 11th edition. London: Kogan Page.</p> <p>Robbins S.P. and Judge T.A (2010), Organisational Behaviour (14th edn) Pearson Education/Prentice Hall, HarlowUK.</p> <p>Butler M, Rose E, (2011) Introduction To Organisational Behaviour. CIPD</p> <p>Arnold And Randal, (Fifth Edition) Work Psychology. London: Prentice Hall.</p> <p><b>Journals</b></p> <p>The Journal of Organisational Behaviour</p> <p>Personnel Review</p> <p><b>Websites</b></p> <p><a href="http://www.cipd.co.uk/">http://www.cipd.co.uk/</a></p>

## Module Specification

### INDEPENDENT PROJECT

<b>Module Description:</b>	<p>This module will provide students with the opportunity to carry out an independent research project on an appropriate business-related topic to inform best practice. The module will focus on the application of information-related academic and research skills, research methodology, data collection techniques and the use of evidence to inform and change practice. The module promotes independent thinking and enhances employment / placement by providing the opportunity for students to address important and current issues within business.</p>
<b>Module TLA Strategy:</b>	<p>Learning and teaching is predominantly targeted on an individual basis through on-going supervision. However, to facilitate reinforcement of research methodologies and principles, there will be some formal sessions based on lectures and workshops. This is augmented with the use of peer group based reflections on the ongoing progress and reflection on the research.</p>
<b>Syllabus:</b>	<p>Students will undertake a programme of self-managed study with guidance from their project supervisor. However, the taught sessions and seminar, will enable the students to study:</p> <ol style="list-style-type: none"><li>1. Modifying research proposals</li><li>2. Evaluating research proposals</li><li>3. Ethical considerations</li><li>4. Feasibility study</li><li>5. Data Collection methods</li><li>6. Data Analysis techniques</li><li>7. Preparing, participating in and completing applied research</li><li>8. Evaluating the research exercise for reflective purposes</li></ol>
<b>Learning Outcomes:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"><li>1. Produce, review and modify a formal research proposal</li><li>2. Identify and apply a range of research methodologies to a research project</li><li>3. Present findings of the research in an appropriate form, applying relevant academic and professional conventions.</li><li>4. Critically evaluate the research and methodologies and locate it within published literature</li></ol>



**Bibliography:****Core Texts:**

Collis, J & Hussey, R (2009) Business Research, UK, Palgrave McMillan

Jankowicz, AD (2004) Research Projects, London; Thomson Learning

Wilson, J (2010) Essentials of Business Research, London, Sage Publications

**Further Reading:**

Bedford and Wilson (2006) Study Skills for foundation Degrees, Great Britain; David  
Fulton Publisher Bell, J. (2009) How to do your Research Project (6th Ed), London:  
Open University

Dawson, C. (2009) Introduction to Research Methods: A Practical guide to anyone  
undertaking a Research Project. How to Books

Grix, J (2004) The Foundations of Research. Palgrave MacMillan

Payne and Whittaker (2000) Developing Essential Study Skills, England; Pearson  
Education Limited

Sieber, J (1992) Planning ethically responsible research: A guide for students and  
Internal Review Boards, London; Sage Publications Inc.

Walliman, N (2005) Your Research Project (2nd ed) London: Sage

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### STRATEGIC MANAGEMENT

<b>Module Description:</b>	This module will enable students to analyse the general business environment and to examine and understand the role played by the financial markets upon the performance management and strategic analysis of companies. Students will reflect on the business policies of different organisations and their strategic methodologies.
<b>Module TLA Strategy:</b>	This module develops the students understanding of the strategy process. Students are encouraged, through real examples, discussion and debate to consider how organisations develop and why they take specific strategic initiatives. They will also consider the critical evaluation of strategic developments and their impact on the organisation and the wider business environment.
<b>Syllabus:</b>	<p>Students will study:</p> <p>Mission and objective identification: establishment of the basic mission of the business; the goal formation process; the nature of objectives and their structuring; “managerial” theories of the firm; stakeholder theories.</p> <p>The importance of the Stock Exchange to publicly quoted companies, shareholders; short termism and issues of corporate governance.</p> <p>Strategy identification and choice: portfolio balance, strategies for growing; stable and declining industries; strategies for integration, diversification, acquisition and mergers;</p> <p>Business failure and turnaround strategies and divestment; international strategies.</p> <p>Strategy implementation: matching organisational structure with strategy; analysis of leadership and management cultures, motivation and control; organisation development as part of the implementation of strategic change; issues inherent in the implementation of functional policies.</p> <p>Strategy evaluation: criteria for evaluation; measurement and feedback.</p>
<b>Learning Outcomes:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"><li>1. Critically evaluate the importance of mission and business objectives</li><li>2. Apply a range of strategic business concepts and models to analyse strategic issues facing a company</li></ol>

	<ol style="list-style-type: none"> <li>3. Critically appraise the strategic management processes that can be used in shaping company policy</li> <li>4. Critically evaluate the impact of trading environment on business strategy</li> <li>5. Assess the implications for organisations of Stock Exchange listing</li> </ol>
<b>Bibliography:</b>	<p><b>Core Text</b></p> <p>Clegg S, Carter C, Kornberger M, Schwieter J. (2011) <i>Strategy Theory &amp; Practice</i>. London: Sage Publications.</p> <p><b>Further Reading</b></p> <p>Johnson G, Scholes K, Whittington R, (2008) <i>Exploring Corporate Strategy</i>. London: Prentice Hall:</p> <p>David F, (2010) <i>Strategic Management</i>. Columbus: Merrill</p> <p>Mc Gee J, Thomas H, Wilson D, (2005) <i>Strategy: Analysis &amp; Practice</i>. New York: McGraw Hill Education</p> <p>Daft R, (Tenth Edition) <i>Management</i>. London: CENGAGE</p> <p><b>Website</b></p> <p><a href="http://www.strategy-business.com">www.strategy-business.com</a></p> <p><a href="http://www.ft.com">www.ft.com</a></p> <p><b>Journals</b></p> <p>Harvard Business Review</p>

## Module Specification

### MANAGING YOUR CAREER

<b>Module Description:</b>	<p>This unit is designed to enable learners to take responsibility for their learning and development needs to meet personal, professional and organisational goals and objectives. This will be achieved through analysing current skills and preparing and implementing personal leadership development plans. This unit highlights the importance of seeking feedback from others to improve performance continuously reviewing learning needs as these skills will equip the learner for existing and future demanding responsibilities and career progression.</p> <p>Evidence provided to achieve this module should prove useful in enabling learners to take ownership of their future development needs, giving them self-knowledge of their own preferred learning styles and the tools to critically evaluate the effectiveness and impact of their learning in their present/future careers.</p>
<b>Module TLA Strategy:</b>	<p>This unit will be delivered by class-based lectures/seminars/Moodle content allowing for both the introduction of theories and principles and supervised execution of case study examples and exercises. Group activities will be used to reinforce learning, whilst the preparation of the personal leadership development plan, and associated activities, will be facilitated by one-to-one tutorials, work-based employer support (i.e. existing organisational procedures such as performance appraisals), and similar support systems. Psychometric tests will be offered as a diagnostic tool.</p>
<b>Syllabus:</b>	<p>Professional self-development is personal development, with the learner taking primary responsibility for his or her own learning and for choosing the means to achieve this. This module will provide learners with some of the tools and models associated with improving self-development and encourage reflection the current skills gaps and develop strategies for active learning.</p> <p>Content:</p> <p>Managers, leadership and development: models of management and leadership, the purpose of self-development, what is development for, the benefits and dilemmas of development</p> <p>Strategic Management development: the value to the organisation, links at national and organisational levels and overall performance, management development versus leadership development</p>

	<p>Measuring management/ leadership performance: review models for measuring management performance, management competencies, NOS, CMI etc</p> <p>Identifying the key skills of management / leadership: time management, EI, dealing with conflict, networking, decision-making, managing change, assertiveness, creativity, dealing with uncertainty, negotiation skills, direction and persuasion, valuing diversity, delegating etc</p> <p>Assessing developmental needs: methods of conducting personal training needs analyses, models, questionnaires, self-analysis, discussion, coaching, SWOT</p> <p>Learning: theory and models of how people learn, learning styles, methods and media of learning for development, on-the-job and off-the methods of development, developing as a reflective practitioner, identifying support mechanisms</p> <p>Personal development plans: combining work and learning, barriers to learning, devising effective plans</p> <p>Evaluating development: alternative approaches, cost/benefit analysis, learning from failure</p> <p>The future of management / leadership development: identifying potential, building careers, future skills, managing your own learning and development</p>
<p><b>Learning Outcomes:</b></p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discriminate between and select appropriate methods to improve personal, professional and leadership skills to meet organisational and own goals and objectives</li> <li>2. Conduct a personal skills audit</li> <li>3. Prepare and implement a personal leadership development plan</li> <li>4. Critically evaluate the effectiveness of the personal leadership development plan</li> </ol>
<p><b>Bibliography:</b></p>	<p><b>Key Texts</b></p> <p>Pedler, M, Burgoyne J, Boydell T (2006) "A Manager's Guide to Self Development" McGraw-Hill Professional</p> <p>Gold J, Thorpe R and Mumford A (2010) "Leadership and Management Development" 5th edition CIPD</p>

**Core Reading:**

Harrison, R (2002) "Learning and Development" CIPD, London

Boydell T and Leary M (1998) "Identifying Training Needs" CIPD Training Essentials

**Further Reading:**

Bailey K et al (2000) "Pursuing Professional Development" Heinle & Heinle

Cottrell S (2005) "Critical Thinking Skills; developing effective analysis and argument" Palgrave

Earley P and Bubb S (2004) "Leading and Managing Continuing Professional Development" Paul Chapman Publications

Moon J (2000) "Reflection in Learning and Professional Development: Theory and Practice" Routledge Falmer

Treacy D (1998) "Successful Time Management in a Week" Hodder Stoughton

**Journals:**

Management Today (Chartered Management Institute)

People Management (Chartered Institute of Personnel Development)

**Websites**

[www.cipd.co.uk](http://www.cipd.co.uk) - Chartered Institute of Personnel Development

[www.managers.org.uk](http://www.managers.org.uk) - Chartered Management Institute