

Awarding body/institution	Glyndŵr University
Teaching institution	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body	
Final award/s available	<ul style="list-style-type: none"> ▪ BSc (Hons) ▪ BSc Ordinary ▪ DipHE ▪ CertHE
Award title	BA (Hons) Applied Business BA (Ord) Applied Business Diploma of Higher Education in Applied Business Certificate of Higher Education in Business
UCAS code	
Relevant QAA subject benchmark statement/s	Business and Management
Other external and internal reference points used to inform the programme outcomes	The following reference points were used in designing the programme: QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland QAA guidelines for programme specifications QAA Code of Practice for the assurance of academic quality and standards in HE University's Regulations
Mode/s of study	BA Applied Business: Full-time 3 year
Language of study	English
Date at which the programme specification was written or revised	April 2016 Revised July 2017 – change modules BUS561 and BUS562 to BUS541 and BUS539 respectively

Criteria for admission to the programme

Entry requirements are in accordance with the University regulations.

The entry requirements are:

- GCSE passes at Grade C in English or Welsh and Mathematics, or key/essential skills in communication and application of number at level 2

In addition, one of the following is required:

- A minimum of 280 UCAS points at A level or equivalent;
- Equivalent qualifications from an overseas country;

Prior to receiving a conditional or unconditional offer, students will be required to attend an interview panel involving two academics from the Business School and business partners from sponsoring organisations.

Applicants who are deemed to have satisfied the interview panel with their suitability to engage with both the academic element of the programme and the work experience element will then be made a conditional or unconditional offer dependent upon their current qualifications.

Candidates will be interviewed within 20 working days of them making an application to the Programme. This would be dependent on whether a suitable vacancy was available which met the candidate's preference and skills set. If deemed appointable by the employer the student would be offered a contract of employment within 20 working days after the necessary checks and due diligence had been undertaken.

All students who are made an offer will be reminded that in the event that the job role ceases to become available then an alternative role will be sought. Should an alternative role not become available, then a similar (conditional or unconditional) offer to join the BA (Hons) Business degree will be made available to them.

There is normally no Level 3, 5 or 6 entry onto this programme.

Aims of the programme

Aim 1: To provide our students with real business experience during their studies to maximise their future employment prospects.

Today's graduates face unprecedented challenges in respect of employability and career development. The economic consequences of the recent double dip recession, the sharp increase in graduate competition and the changing nature of workplace jobs has impacted negatively upon the prospects following the attainment of a University education.

This programme addresses this challenge directly. All successful applicants are able to study on a three-year degree programme whilst engaging in paid work with a local business partner.

Aim 2: To support our local business community by providing work ready graduates with practical business experience

In 2014, the combined Wrexham and Deeside Industrial Estates was one of seven locations in the UK designated as a new Enterprise Zone. The Welsh Assembly Government has pledged £200 million and one million square feet of development land for this project. The Zone starts

in September 2015 and is expected to create some 8,000 new jobs, with a large number expected to be in Business, allied and related professions.

This degree will support the needs of these employers by providing them with graduates who have worked through a curriculum that is targeted towards real business application whilst putting that knowledge into practice throughout their study via their employment.

Distinctive features of the programme suite

The degree programme is founded upon four critical factors that set it apart from other programmes within the Business School:

1. Study content and assignments applied to real business scenarios and challenges

Students will be presented with real life project briefs, case studies and scenarios which will be related to their employment.

2. Collaborative engagement between academic and business partners to bring theory into practice.

The teaching will be underpinned and enhanced by our extensive network of guest lecturers, practitioners, and external experts who will bring real life experience into the classroom.

3. A focus on providing 'work ready' graduates

Recent research by YouGov (2013) found that many graduates lack the essential skills required to get by in the workplace.

In a poll of graduate employers, more than half said that none or few graduates were "work ready", with new recruits lacking basic attributes such as teamwork, communication, punctuality and the ability to cope under pressure.

Of the 635 employers surveyed, of whom 419 were directly responsible for recruiting graduates, just one in five said all or most graduates were ready for employment. 17% of respondents said none of their graduate recruits were prepared for work.

It is in response to reports such as this that the Applied Business degree has been introduced. If we are to lay claim to providing future employers with recruits that are "workplace-ready" then we need to build a level of real-life experience into their schedule. This programme does that through the nature, remit and scope of the assessments, which are very much applied and related to the context of their employment. Furthermore, each module has been carefully selected to ensure practical relevance and currency within the modern business environment.

4. Small class sizes

Due to the nature of this degree, the tutorial groups for the cohorts will always be small. In the first year we do not anticipate a cohort size above 10. In future years we anticipate a cohort size of around 15 students. It is recognised that studying in smaller class sizes enhances the learning experience due to increased attention from staff and a more informal environment for students to express themselves. There will also be the opportunity to develop action-learning sets.

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

Structure

Composition of Awards

For the BA (Hons) Applied Business degree, the following applies:

1. The Certificate of Higher Education in Business is an exit award available for a student who has completed 120 credits at level 4 or above and who is unable, or chooses not to continue on the programme.
2. The Diploma of Higher Education in Applied Business is an exit award available for a student who has completed 240 credits of which 120 credits were studied at level 5 or above and who is unable or chooses not to continue on the programme.
3. The BA Applied Business is an exit award available for a student who has completed 300 credits, of which 120 credits were studied at level 5 or above and 60 credits at level 6. To attain an Ordinary Degree students would be restricted to a diet of three modules which typically would be Strategic Thinking, Employment Law and Strategic Marketing.
4. The BA (Hons) Applied Business is awarded to a student who has completed 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

Intended learning outcomes of the programme

The Learning Outcomes for the programme can be found on pages 25-28.

Issues relating to the 'business partner employment' element of the degree

What happens to students who must re-sit a year?

Upon dialogue with the business partner, a further year of employment may be granted. If this is not the case then the student will be exited from the programme. Should a student be required to repeat level four, a transition to the BA Business degree may be possible. Should a student be required to repeat level five or six, a transition to the BA Business degree may be possible, but this would be treated on an individual basis.

What happens if the student ceases employment at the partner?

If, for whatever reason, the student ceases employment at the partner, another partner will be sought. Otherwise the student would be required to exit the programme. Should this occur at the end of level four, a transition to the BA Business degree may be possible. Should this occur at the end of five or six, a transition to the BA Business degree may be possible, but this would be treated on an individual basis.

Who sets the rate of pay at the business partner

The rate of pay and the terms and conditions of their employment within the partner is at the discretion of the business partner. The only thing we would require is that study days are not interfered with.

What happens if the partner wishes to promote the student or change their role?

Upon consultation with the academic Programme Leader, and providing they are satisfied that the change will not materially affect the student's ability to complete his/her studies then a change in role within the organisation may be granted.

What happens if the organisation is taken over or merges with another organisation that necessitates a transfer to another site?

If the takeover/merger does not materially affect the student's ability to attend their lectures and tutorials then there is no problem. If the student is no longer able to attend campus then an alternative business partner would be sought. If the student chooses to move and no alternative provision is available, then the student would be exited from the programme.

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

In accordance with sound educational research and current best practice, the programme will be delivered through a broad range of learning and teaching strategies. The delivery of the programme and its assessment will reflect the spirit of Glyndŵr University's Learning, Teaching and Assessment Strategy with particular emphasis on:

- The development of autonomous learners.
- Provision of learning opportunities that are personally and professionally relevant and quality assured.
- The maintenance of a supportive learning environment.
- The promotion of the scholarship of teaching.

Whilst many of the learning and teaching strategies already exist, the over-arching Business School strategies apply to this degree. It is recognised that the unique nature of this degree requires some additional strategies to be employed.

The over-arching Business School strategies are as follows:

1. To provide our students with a breadth of content through our online learning platform – Moodle. This includes but it not limited to, video links, journal article recommendations, news stories etc.
2. Teaching typically comprises of a lecture, followed by a tutorial. The classroom tutorial sessions will be conducted either by the module lecturer or another lecturer with comparable skills and knowledge.
3. Deploy a variety of other learning and teaching methods including:
 - i. Guest lectures – this will typically be business practitioners or subject matter experts that are willing to come and share their knowledge with the students on a one-off basis. The Business School has extensive experience already of using these sessions. These activities will be extended into this programme. Such sessions will not replace planned tutorial time and students will be given advanced notice of the date and time to aid personal planning.
 - ii. Guest lecturers will be invited in at the discretion of the module tutor when the tutor thinks that inviting an external expert in would enhance and enrich the curriculum. External experts, in relevant and cognate business areas, will be invited in on a semester basis to deliver Master classes, tutorials, seminars and workshops in their respective fields to the students. These bespoke and highly specialised activities will not only enhance but broaden the curriculum and bring in external scholarship and the latest business thinking to the Programme. All module tutors delivering on the programme are also actively engaged in research and scholarship both internally and externally to the University and will be utilising their research knowledge to inform and develop the curriculum. This will ensure that the students are exposed to the latest developments in the respective academic disciplines.
 - iii. Site / workplace visits - these involve taking the students to a variety of venues or organisations to enhance the applied learning aspect of their studies. These types of activities are typically funded either by the University or through accessing external funding. The future delivery of these activities therefore assumes funding will be

available. Again, the Business School has experience of such activities. In recent years, students have been taken to Media City in Manchester on a field trip, a local business to have a Q&A with an entrepreneur and one of the leading hotels in the area.

- iv. Participate in student competitions or attend student events. In recent years we have invited students to participate in the popular IBM Business Challenge, with both of our teams succeeding in reaching the semi-finals. The University is also sometimes given access to funding to send students on organised workshops or competitions.
- v. Engaging in practical activities to enhance their experience of real life scenarios. This could include, by way of example, an in-class mock employment tribunal to support learning on the Employment Law module.
- vi. Engaging in student societies. This Business School Student society has been in existence for the last two academic years. This provides an opportunity for students to professionally socialise not just amongst themselves but also with members of the academic cohort.

The specific BA Applied Business learning strategies are as follows:

1. Separate tutorial groups for the BA (Hons) Applied Business cohort. This will enable all students on the programme to share knowledge with each other. Also, the material for the tutorials will be tailored more towards the experiences of the Applied Business students. Action Learning sets will be encouraged.
2. Liaison between the student, the Programme Leader and the student's line manager within the business partner each semester. The purpose of these tripartite meetings will be to discuss performance and ensure that the student is coping with the academic learning and able to apply the learning into the workplace.
3. For a number of modules on the programme, the assessment requires students to apply the learning to a real life business scenario. Where modules are shared with other degree programmes, the BA Applied Business students are expected to use their business partner as the real life case study.
4. Where modules are assessed via presentations, the students' employer may be invited in to the University to attend the presentations and offer informal feedback to the students if required.

Electronic Learning Platform

The Moodle virtual learning environment (VLE) will be a key resource in terms of the learning process. Moodle will be used in the following ways:

1. As a resource centre for all of material from each module. This includes access to the video content of the module lectures and the links to the additional resources such as bibliography and relevant journal and online articles.
2. As the location of the student forum. The forum is an opportunity for all students to engage with each other and the module tutors. The forum is a resource where students can post questions, comments and suggestions relating to specific aspects of the modules. All tutors are expected to regularly access the forum in order to respond to any material posted. Further the tutors are expected to regularly start debates on the forum to continue

discussion and debate. The forum is a permanent resource and is not expected to be accessible as a 'live debate' (compared to the chat room below). Threads on the forum are continuous and over time will provide students with a rich repository of peer-led information relating to relevant aspects of their studies.

3. Web chat. Chat rooms have been set up for every module on the programme. These chat rooms provide an opportunity for students to 'meet' electronically and discuss topics that are not covered specifically in the forum. It is anticipated that both students and module tutors will agree specific dates and times on which they will come together to chat. The purpose of the web chat facility is to provide an opportunity for students to share experiences, pose questions and discuss thoughts on the module with fellow students. This might involve replicating aspects of the classroom delivery within a virtual environment. For example, asking students to engage in a debate with certain students being 'for' or 'against' a particular topic. The tutor would act as a facilitator and judge the team providing the most compelling argument. Whilst this would not be assessed, its purpose is to maintain engagement and interaction amongst students. The use of chat rooms and on line fora will be utilised at the discretion of each Module tutor. Each module tutor will be responsible for delivering and monitoring content. The use of online chat will be reviewed on an annual and on-going basis and will form part of the module review and course AMR.
4. As a repository for additional links and video material provided either by the module tutors or alternative sources. This includes webinars, online talks (e.g. Ted sessions) and webcasts or podcasts available for download.
5. As an opportunity for tutors to keep students up to date with relevant information relating to their module. This will include observations from various dialogues, deadlines, and signposting to new material.
6. As a repository for all other content relating to the programme as a whole. This includes the student handbook and particularly once students reach dissertation stage, material relating to academic writing and research methods.

Academic Delivery Schedule

The programme suite will adhere to the generic University academic calendar.

It is expected that students will attend University two days each week, and their respective workplaces for the remaining three days of the week.

Welsh Medium Provision

Although the programme is delivered through the medium of English, Welsh speakers may request to submit assignments through the medium of Welsh. Provision will then be made to have the assignments translated into English prior to marking.

Alternatively, the Business School may assess the script in the medium of Welsh. This option is dependent upon the availability of a suitably qualified Welsh speaking academic.

Assessment strategy used to enable outcomes to be achieved and demonstrated

The approach to assessment has been guided by the QAA Code of Practice (Section 6: Assessment of students) and Glyndŵr University Assessment Guidelines.

Students will receive formative assessment, particularly during the practical and self-study elements of each programme to ensure they can keep track of their progress and development. This will also be a key factor in ensuring student engagement and retention on all programmes. In the case of practical assessment, this may be a final summative assessment, so more frequent formative assessment provides academic rigour and increases student awareness and confidence in the subject.

The practical nature of our programmes is reinforced through the importance of coursework as part of the learning process and assessment. Despite the importance of their theoretical basis, many of the concepts are often best grasped by practical exercises and assignments. The coursework of a module typically carries 50% weight of the assessment, although this varies with modules assessed entirely by coursework. Practical coursework includes, but is not limited to: exercises for private study or in practical/tutorial classes and team/individual projects.

The BA Applied Business degree will sit within the current undergraduate suite of programmes. This suite offers an eclectic and innovative range of assessment methods which includes oral examinations, blog writing and website creation. Whilst this provides students with opportunities to evidence their learning in different ways and fits well with the University's wider focus on assessments that are embedded in employability, it is recognised that particular care needs to be taken to ensure equity across modules. To address this, module tutors have been careful to ensure that the resource and intellectual requirements of these assessments are commensurate with the level being assessed. Specific detail on this is given in the relevant module specification.

Emphasis will be placed upon students to undertake independent study activities, in particular when completing the dissertation element. Further, each practical oriented module will be facilitated by a traditional summative assessment approach at the culmination of the work. However, extensive use of formative feedback, milestones, and guidance from staff will be applied throughout each module.

Feedback is provided continuously to students through informal contact with subject lecturers and tutors in the seminar/tutorial sessions. In accordance with University Guidance, feedback is provided on all assessed work within three weeks of submission of the work.

An overview of the assessment details will be provided in the Student Handbook and full details of the assessment criteria for each module is provided in the module specification, which forms part of the module pack available to students.

Assessment regulations that apply to the programme

Academic Regulations for Bachelor Degrees, Diplomas and Certificates apply to this programme.

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification;
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the 40-credit dissertation module is within the higher classification.

Programme Management

All of the modules on this programme are from the Business School.

As Head of the Business School, Professor Chris Jones will have overall responsibility for the programme.

The Programme will be managed by a highly experienced Programme Leader who will be liaising closely with the students and the employers on a termly basis to ensure that any issues which arise will be addressed expeditiously.

The Programme Leader will also deliver extensively on the programme so will be integral to the delivery of the programme at the University.

The Programme Leader will be assisted by the Business Development Manager who will also be liaising directly with the employers on a mid-semester basis to ensure that the employer's needs are being met by the student, and vice versa.

Each term the programme leader will hold progress meetings with the student and the employer at their setting to discuss progress and address any issues which may have arisen. The outcomes of these meetings will be reported to the programme team meeting which will take place termly.

The Programme Leader will report directly to the School Board on a termly basis providing an overview of the provision and a progress report.

At the end of each Academic year the Programme Leader will have a progress review with both the student and the employer to review their academic performance and performance in the workplace. The meeting would also be used to ascertain the students' study intentions for the forthcoming academic year.

The Programme will be subject to the same level of Quality Assurance as other programmes in the School such as Staff-Student Consultative Committees (SSCC), End of Module Questionnaires and Annual Monitoring Reports (AMR).

Module leaders will, in most cases, also be the lead lecturer. Details of the current module tutors for each module are listed below, although it should be noted that this may be subject to change through the duration of the programme.

The Current Programme Team includes:

Claire Blanchard Programme Leader

Chris Jones

Karen Hynes

Tracy Powell

Anna Sung

Kelvin Leong

Mike Scott

David Potter

Jan Green

Neil Pritchard

The Programme Leader will be supported by two other members of academic staff to act as a team of personal tutors for every student on the programme. The personal tutor will be required to meet with each student they are responsible for on one occasion in each semester. Tutors will provide designated slots and it will be the responsibility of the student to make an appointment with those slots. The role of the personal tutor will be to provide general academic support to the student and address any issues before they escalate to Programme Leader level. The role of the personal tutor is not to solve pastoral problems that exist for the student, but instead to signpost those to relevant areas within the University as and when appropriate.

The Programme Leader will have overall responsibility for the operation and development of the programme and will work closely with the module tutors, supporting personal tutors, guest speakers and administrative support personnel to provide the day-to-day general academic support to students. Particular responsibilities of the leader will include, but not be limited to:

- The management and development of curriculum and the course portfolio
- Student tracking and student records
- Collation of assessment data and presentation of data at assessment boards
- Management/co-ordination of overall assessment activities across the programme
- Liaison with external bodies and agencies
- Quality assurance and annual monitoring, including compilation of the Annual Monitoring Report
- Co-ordination of admissions activities and other recruitment activities, including relevant publicity activities.

The Business School Co-ordinator will be responsible for creating the module timetable.

At module level there is devolved responsibility for the following:

- The maintenance and development of teaching and learning materials for all students enrolled on the module. In most cases the module leader will also be the lecturer and therefore the creation of digital lecture material will be within their scope.
- The setting, marking and collation of marks for all module assessments and examination papers, including re-sit assessments, and submission of student results to the Programme Leader
- Tutorial support from tutors taking the module for which they are responsible.
- Quality monitoring, including processing of annual student feedback, questionnaires and, where appropriate, student feedback for individual modules.
- Liaison with part-time members of staff involved in module teaching in the event that sessional support is required for particular modules. This will only become relevant in the event that funding is not available to recruit sufficient full-time staff for all modules.

The control of quality will conform to the procedures set out by Glyndŵr University's requirements for academic quality assurance, monitoring and review. The primary indicators of quality come through regular student feedback, module reviews, external examiners' reports, annual and periodic programme reviews and student surveys.

Methods for evaluating and enhancing the quality of learning opportunities:

- Subject / Programme committees with student representation
- Module evaluations by students
- Students surveys, e.g. National Student Survey (NSS)
- Annual quality monitoring and action planning through the AMR process
- Peer review/observation of teaching
- The moderation of assessed coursework

- Student Representatives and Staff Student Consultative Committees
- Module, Progression and Award Boards
- External Examiners - External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

Students will be informed of any actions taken as a result of their comments either directly by the programme leader, or via the minutes of SSCCs which will be available on Moodle.

Particular support for learning

The staff offices for Wrexham campus are currently accommodated conveniently in one section of the University. This provides an easily identifiable area for students to access the necessary help and support they may require. Tutors will also be available through email and telephone within working hours, subject to availability, as well as the 'open door policy' where appropriate.

Every student on the degree Programme will be assigned a Personal Tutor (PT) whose predominant task is academic support. PT's are allocated to students in induction week for the entire programme length and are members of the programme delivery team. Students will have an opportunity to change PT's at any time without question.

The team operate an 'open door' policy and offer an appointment system for extra academic support to those students who require it. The open door policy allows students with immediate pressing concerns to see a member of staff within a short timeframe. For academic questions or less pressing issues an appointment process is in place.

Where required, module tutorials on the programme will be delivered in classrooms with electronically equipped facilities, including Wi-Fi. In Wrexham the IT laboratories in the Edward Llwyd Centre provide good quality teaching provision for Business students when needed. The Student Support Services provide additional assistance for students with learning differences and any counselling, financial or careers advice needed.

Students have access to campus facilities including the library, sports centre and student services.

Students are expected to submit their assignments through the text-matching tool, Turnitin. The use of Turnitin as a diagnostic tool to support students in their writing is an effective method.

Additional support mechanisms include:

- An extensive induction programme introducing the student to the University and their course. The programme will include course related issues, student support, library induction, study skills, career development etc.
- Excellent library and internet support through the help desk.
- A Student Handbook providing information about the Programme structure, University regulations etc.
- Key Skills for Employability incorporated into all modules.
- Written feedback provided for all assessments, normally within three weeks of the hand-in date.

Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on equality and diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so, irrespective of age, gender, disability, sexuality, race or social background. Equality and diversity topics are a standing agenda item on the team meeting minutes.

As part of the University's Disability Policy, students with a physical disability or learning difference are encouraged to contact the University Disability Adviser to ensure their needs are assessed and acknowledged formally. This is done at induction where introductions to University support services are highlighted. Specialist staff involved in the assessment and support of students with disabilities is members of their respective professional networks and is supported to undertake CPD in order to maintain up-to-date knowledge and skills.

Close links to faith groups in the community mean that in Wrexham multi-faith support is available to supplement the chaplaincy support for students.

A. Module Breakdown

Level	Module	Semester	Module leader	Page no
4	Business: Past, Present and Future	1	Chris Jones	32
4	Business Communication Skills for Marketing	1	Claire Blanchard	36
4	Economics	1	Anna Sung	41
4	Marketing Essentials	2	Claire Blanchard	46
4	Data Analytics and Understanding 'Big Data'	2	Kelvin Leong	50
4	Introduction to Management Accounting	2	Anna Sung	54
5	Business Law	2	Neil Pritchard	57
5	Engaging and Leading People	1	Mike Scott	61
5	Advertising and Branding	1	Tracy Powell	66
5	Digital Marketing	2	Tracy Powell	70
5	Customer Service Excellence	2	Jacqueline Hughes-Lundy	74
5	Managing Corporate Risk and Crime	1	David Potter	79
6	Strategic Thinking	1	Jan Green	82
6	Employment Law	1	Neil Pritchard	87
6	Strategic Marketing	2	Claire Blanchard	90
6	Corporate Governance and Ethics	2	Neil Pritchard	94
6	Dissertation	1 & 2	Jan Green	99

B. Programme Structure

Year 1 - Level 4

Semester 1	Business: Past, Present and Future BUS 428	Business Communication Skills for Marketing BUS429	Economics BUS430
	20 Credits - Core	20 Credits - Core	20 Credits – Core
Semester 2	Marketing Essentials BUS434	Data Analytics and Understanding 'Big Data' BUS435	Introduction to Management Accounting BUS438
	20 Credits – Core	20 Credits - Core	20 Credits – Core

Year 2 - Level 5

Semester 1	Engaging and Leading People BUS545	Managing Corporate Risk and Crime BUS55	Advertising and Branding BUS548
	20 Credits - Core	20 Credits - Core	20 Credits – Core
Semester 2	Customer Service Excellence	Digital Marketing BUS551	Business Law
	20 Credits – Core	20 Credits - Core	20 Credits - Core

Year 3 - Level 6

Semester 1	Dissertation BUS635	Strategic Thinking BUS623	Employment Law BUS625
		20 Credits - Core	20 Credits – Core
Semester 2		Strategic Marketing BUS629	Corporate Governance and Ethics BUS630
		40 Credits – Core	20 Credits - Core

C. Programme Learning Outcomes

Level Four: Certificate of Higher Education in Business

The following learning outcomes will be generic across all of the modules. In addition, individual module learning outcomes have been identified that are specific to the module in question. These are outlined in the relevant module specification document.

Students will demonstrate the ability to:

A) Knowledge and understanding

1. A general overview and understanding of business functions in a variety of different sectors.
2. An appreciation of the various techniques in which an organisation can improve operationally.
3. Understand the role brands and customers play in contributing to successful organisational growth.

B) Intellectual skills

1. Understand basic theories and real life business scenarios and formulate plausible and defensible conclusions.
2. Apply problem solving technique using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
3. Demonstrate numeracy and quantitative aptitude that can be applied to assist with business situations.

C) Subject and other skills

1. Use Information Technology effectively.
2. Communicate effectively both orally and in writing, using a range of media, including the preparation of business reports.
3. Perform effectively within a team based environment.
4. Demonstrate interpersonal skills of effective listening, negotiating and persuasion.

D) Professional Skills and abilities and Employability Skills and abilities

1. Demonstrate effective self-management and the ability to continue learning.
2. Increase awareness of career development opportunities in the field of business.
3. Demonstrate ability to express themselves clearly through a variety of media, particularly written and orally.
4. Discuss the importance of data and economic principles in a global business environment.

Level Five: Diploma of Higher Education in Applied Business

Students will demonstrate the ability to:

A) Knowledge and understanding

1. Appreciate the role and importance of the customer in both a marketing and a sales environment.
2. Evaluate the risks and threats that exist in the corporate world and the interventions required to counter these threats.
3. Develop a wider understanding of leadership skills in the workplace and ways in which employee performance could be enhanced.

B) Intellectual skills

1. Apply knowledge of business theory to real life scenarios and case studies.
2. Evaluate and apply business concepts to key stakeholder groups.
3. Challenge their own understanding of the ways consumers think and behave.

C) Subject and other skills

1. Collect and gather information from a wide variety of sources.
2. Think creatively within a hypothetical pressurised environment such as a sales pitch or a one-to-one dialogue.
3. Use Information Technology effectively.
4. Self-reflect on their own potential leadership style.

D) Professional Skills and abilities and Employability Skills and abilities

1. Exhibit a passion for learning and self-improvement
2. Develop interpersonal skills that would be appropriate for a workplace environment.
3. Demonstrate self-awareness and sensitivity to diversity in people and different situations.

Level Six: BA (Ord) Applied Business

It is anticipated that students exiting with an Ordinary degree award will not have completed the dissertation module. Whilst this might not necessarily be the case, the Learning Outcomes below reflect this eventuality. Should a student complete the dissertation and still exit with an Ordinary degree then clearly some of the Learning Outcomes from the Honours degree award may apply. In exiting with an Ordinary degree, students will demonstrate the ability to:

A) Knowledge and understanding

1. A critical awareness of the strategic environment within which organisations operate.
2. Critically appraise the impact of environmental and external forces on organisations including ethical, social, economic and technological change issues.
3. Critically evaluate the legal framework within which organisations support their staff in both the United Kingdom and globally.
4. Critically demonstrate an awareness and appreciation of the complexities of running and managing a business.

B) Intellectual skills

1. Critically apply theories and real life business scenarios and formulate plausible and defensible conclusions.
2. Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
3. Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
4. Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.

C) Subject and other skills

1. Execute advanced interrogation of key literature sources across a breadth or learning resource platforms.
2. Demonstrate an independence of thought which enables them to devise their own solutions and knowledge base.
3. Demonstrate and further enhance interpersonal skills of effective listening, negotiating and persuasion.

D) Professional Skills and abilities and Employability Skills and abilities

1. Demonstrate effective leadership, team working and networking skills required for the workplace.
2. Apply a variety of problem solving skills and creativity in workplace scenarios.

Level Six: BA (Hons) Applied Business

Students will demonstrate the ability to:

A) Knowledge and understanding

1. Undertake an independent research project which develops a depth of understanding in a particular research field.

B) Intellectual skills

1. Synthesise key sources of information and present it in a meaningful and constructive format.
2. Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
3. Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.

C) Subject and other skills

1. Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined business or management area.

D) Professional Skills and abilities and Employability Skills and abilities

1. Showcase the value of research in enhancing current thinking.

To attain an Ordinary Degree students would be restricted to a diet of three modules which typically would be Strategic Thinking, Employment Law and Strategic Marketing.

D. Curriculum Matrix

		<i>Knowledge and understanding, intellectual skills, subject skills, and practical, professional and employability skills</i>															
<i>Module Title</i>		A1	A2	A3		B1	B2	B3		C1	C2	C3	C4	D1	D2	D3	D4
<i>Level 4</i>	Business: Past Present and Future	*				*						*		*			
	Business Communication Skills for Marketing									*	*					*	
	Economics																*
	Marketing Essentials			*									*		*		
	Data Analytics and Understanding Big Data		*				*	*									
	Introduction to Management Accounting			*				*									
	<i>Title</i>																
<i>Module Title</i>		A1	A2	A3		B1	B2	B3		C1	C2	C3	C4	D1	D2	D3	
<i>Level 5</i>	Engaging and Leading People			*		*							*			*	
	Advertising and Branding											*			*		
	Managing Corporate Risk and Crime		*				*										
	Business Law	*						*						*			
	Digital Marketing									*							
	Customer Service Excellence										*						
	<i>Title</i>																
<i>Module Title</i>		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3		D1	D2	D3	
<i>Level 6</i>	Strategic Thinking	*	*	*	*		*			*	*				*		
	Employment Law			*		*	*	*	*	*	*	*					
	Strategic Marketing		*							*	*			*	*		
	Corporate Governance Ethics										*			*			
	Dissertation					*				*	*	*		*			

Module Title: Business: Past, Present and Future	Level: 4	Credit Value: 20
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Module code: BUS428	Cost Centre: GAMG	JACS2 code: N211
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Trimester(s) in which to be offered:	Trimester 1	With effect from:	September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 3
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Existing/New: Existing	Title of module being replaced (if any):
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Originating School: Business	Module leader: Prof Chris Jones
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Module duration (total hours): 200	Status: Core to all programmes listed below core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours 30	
Independent study hours 170	

Programme(s) in which to be offered: BA (Hons) Business BSc (Hons) Entrepreneurship BA (Hons) Hospitality Tourism and Event Management BA (Hons) Global Business BSc (Hons) Marketing and Consumer Psychology BA (Hons) Accounting and Finance BSc (Hons) Sports Management HNC Business BA (Hons) Business Management and IT – NPTC BA (Hons) Applied Business	Pre-requisites per programme (between levels): None
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Module Aims:

1. Understand the history of business at key stages of development, from the Greek and Roman eras right up to the 20th century
2. Evaluate the key drivers and challenges of the modern business environment
3. Acquire an appreciation of the various directions business may be heading in the future

Expected Learning Outcomes:

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

Knowledge and understanding

Students will be expected to:

1. Discuss the history of business from several periods over the last 2,000 years (KS6)
2. Describe aspects of the context of business today (KS5)
3. Identify the challenges and opportunities of creating and growing a business today (KS2)
4. Discuss the future of business including the political and economic landscape that might exist (KS5)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:					
Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1, 2	Essay	50%	N/A	2,000 - 2,500
2	LO: 3,4	Presentation	50%		
Indicative Assessment One:					
Students will be given a particular period in history and be required to write an essay explaining what type of businesses will have existed, what their challenges were, the					

socio-economic environment they operated within at the time and the similarities and differences compared to the modern business environment.

Indicative Assessment Two:

Working in groups, students will be given a case study of a real or hypothetical business. They will be required to deliver a 15 minute presentation with 5 minutes of questions to describe the business context today, the changes that may affect the business within the next 20 years and what they may need to do to remain competitive.

Students will also be required to write a reflective statement (500 words approx.) explaining their contribution to the presentation and what they have learnt individually. The reflective statement will form part of the assessment.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises.

Syllabus outline:

1. Trading in Greek and Roman times
2. The Merchants of Medieval Europe
3. The Significance of Energy and Commodities
4. The Industrial Revolution
5. 20th Century and the Rise of Corporate America
6. The Technological Revolution
7. A Brief History of the 21st Century
8. The Future of Business

Bibliography:

Essential reading

Means, H. (2001) Money and Power: The History of Business, London:John Wiley & Sons.

Background Reading

Textbooks

Spufford, P. (2006) Power and Profit: The Merchant in Medieval Europe, London:Thames and Hudson Ltd.

Brynjolfsson, E. and McAfee, A. (2014) The Second Machine Age: Work, Progress, and Prosperity in a Time of Brilliant Technologies, London:W W Norton & Co.

Journals

Business History, Taylor & Francis online
Economic & Business History
Business History Review, Harvard Business School
Business History Review, Cambridge Journals online

As well as various popular articles in other business related publications.

Module Title: Business Communication Skills for Marketing	Level: 4	Credit Value: 20
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Module code: BUS429	Cost Centre: GAMG	JACS3 code: N211
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Trimester(s) in which to be offered: 1	With effect from: November 2015
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 4
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating School: Business	Module Leader: Claire Blanchard
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours: 33	
Independent study hours: 167	

Programme(s) in which to be offered: BA (Hons) Applied Business BA (Hons) Business BA (Hons) Hospitality, Tourism and Event Management BSc (Hons) Marketing and Consumer Psychology BA (Hons) Global Business BSc (Hons) Entrepreneurship BSc (Hons) Sports Management HNC Business BA (Hons) Business Management and IT - NPTC	Pre-requisites per programme (between levels): None
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Module Aims:

The module aim is to recognize the importance of effective integrated internal and external communications in building sustainable relationships and delivering customer value. Students will also learn how to communicate effectively in a business and academic settings understanding the fundamentals of presentation skills, written communication and professional communication.

Intended Learning Outcomes:

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

1. Use communication techniques for a range of purposes and audiences. (KS1, KS4, KS5, KS8, KS9)
2. Use appropriate software to carry out business tasks; produce professional business documents and develop a business presentation. (KS1, KS4, KS5, KS8)
3. Identify the role and benefits of internal communications in developing cross-functional relationships, customer focus and internal marketing. (KS5, KS6)
4. Identify models of communication, involving message framing, emotional and informational appeals to purchase decision-making and campaign planning. (KS5, KS6)
5. Create effective communications to deliver value to customers via an understanding of brand building. (KS1, KS2, KS3, KS5, KS6).
6. Understand the external components of communications mix in developing an integrated communications plan. (KS5, KS6)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	LO: 3,4,5,6	Unseen exam	60%	2 hours	

2	LO: 1,2	Oral Presentations	20%	N/A	2 three min presentations, 2 five min presentations
3	LO: 1,2	Writing Exercise	20%	N/A	1,500 words

Indicative Assessment One:

Assessment one will be a 2-hour exam and will comprise of four essay questions and students are expected to answer four of the six questions.

Indicative Assessment Two:

For assessment two, students will be required to deliver four presentations to small groups (approximately six to eight students). For two of these presentations, students will not be given advanced notice of the topic, although the topic will not be academic in nature (e.g. Father Christmas, Comedy Films) and students will be assessed on their presentation style and not content. These unprepared presentations should be three minutes in length. For the two remaining presentations students will be given advanced notice of an academic topic and they will be required to deliver a five-minute presentation. Students will be entitled to use Keynote, PowerPoint or Prezi for one presentation, but the other presentation needs to be delivered without computer support.

Indicative Assessment Three:

Students will be presented with a short journal article and will be asked to prepare two documents summarizing the journal. One article should be written for a popular science magazine and should communicate the research in an accessible and engaging writing style. The second article should take the form of an internal memo used and should try and convince a senior manager to either adopt or reject the intervention described in the journal article.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

This module will be delivered using a combination of lead lectures, group tutorials, student-led discussion, practical exercises, directed and self-directed study.

Syllabus outline:

1. Writing for academic purposes, report writing for business using word processing to create business documents and power point for presentations.
2. An introduction to APA.
3. Writing for a non-academic audience.
4. Internal communications types and forms appropriate to organizational culture, internal stakeholders and relationship types.
5. Models of communication, message formatting to recognizing the benefits of branding and campaign planning.
6. Message framing and positioning.
7. Outsourcing communications / challenges and solutions for working with external agencies.
8. Communication methods/ advantages and disadvantages of each.
9. Range of media options and appropriateness in different business contexts.
10. Barriers to effective communications.
11. Setting communication budgets.
12. Communication methods evaluation.

Bibliography:

Essential reading

Cameron, S. (2009). *The business student's handbook: Skills for study and employment*. Harlow: Financial Times Prentice Hall.

Fill, C. (2013). *Marketing communications: Brands, experiences and participation*.

Background Reading

Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Cameron, S. (2009). *The business student's handbook: Skills for study and employment*. Harlow: Financial Times Prentice Hall.

McClave, H.J. (19

97). *Communication for business: Fourth edition*. Dublin: Gill & Macmillan.

Strunk, W., Jr., & White, E. B. (1979). *The elements of style (3rd ed.)*. New York, NY: Macmillan.

Popular Press

Atkinson, I. (2012). *The Financial Times essential guide to business writing: How to write to engage, persuade and sell*. Harlow, England: Pearson.

Garner, B. A. (2012). *HBR guide to better business writing*. Boston, Mass: Harvard Business Review Press.

Journals

- Journal of Marketing
- Journal of Marketing Communications
- Journal of Integrated Marketing Communications

Module Title: Economics	Level: 4	Credit Value: 20
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Module code: BUS430	Cost Centre: GAMG	JACS2 N211 code:
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Trimester(s) in which to be offered:	Semester 1 and Trimester 1 on all programmes	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 3
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Existing/New: Existing	Title of module being replaced (if any):
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Originating School: Business	Module leader: Anna Sung
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Module duration (total hours):	200	Status: Core to all programmes listed below core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours	30	
Independent study hours	170	

Programme(s) in which to be offered: BA (Hons) Applied Business (core) BA (Hons) Business BA (Hons) Global Business BA (Hons) Accounting and Finance HNC Business BA (Hons) Business Management and IT	Pre-requisites per programme (between levels): None
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Module Aims:

The module aims to provide the basis for a broad understanding of economics, which covers both microeconomics and macroeconomics. Primary emphasis is placed upon acquiring skills with which to analyse current economic issues.

Expected Learning Outcomes:

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

Knowledge and understanding

1. Understand fundamental economic principles, theories and concepts, and the methods of analysis used by an economist (KS3)
2. Employ the tools of micro and macroeconomic analyses and reasoning to explain and resolve economic issues, and evaluate policy decisions (KS1, KS10)
3. Use evidence in making rational arguments in economic context and understand the roles of various economic agents (KS5)
4. Organise and communicate economic ideas and arguments at both micro and macro level clearly, logically and appropriately (KS1)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1,2	Coursework ('Case Study' Questions)	50%	N/A	1,500 – 2,000
2	LO: 3,4	Coursework ('Essay' Questions)	50%	N/A	1,500 – 2,000

Indicative Assessment One ('Case Study' Questions):

Students will be given two sets of questions based on two case studies (1-2 pages each) on a multi-faceted economic issue or policy decision, including a set of data. Students are required to apply micro or macroeconomic principles in analysing, synthesising, evaluating or solving the economic problems. (Each set of 'Case-Study' questions will carry equal marks).

Indicative Assessment Two ('Essay' Questions):

Students are required to answer a total of two essay questions from Section A and Section B. Section A focuses mainly on microeconomics, while Section B focuses mainly on macroeconomics. (Each section will carry equal marks).

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises.

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Lectures and tutorials are designed to ensure maximum participation from students. Therefore, students will be required to develop the habit of reading critically, from a variety of sources such as newspapers and magazines (gaining information about the changing economic activities and policies at the national and international levels) to facilitate the discussion that will take place (see the journals reading list).

Syllabus outline:

1. Market System. This theme provides an introduction to the nature of microeconomics and examines the operation of markets for goods and services. It also focuses on how consumers and producers make decisions about the choices they face, recognising that in the market economy, both are motivated by self-interest. Students should be able to understand the price mechanism as a means of allocating resources and be able to apply demand and supply analysis to real world situations.
2. Market Failure and Government Intervention. This theme examines the nature of market failure, its causes and possible policy remedies. Students should be able to understand why markets may not allocate resources efficiently and the methods of dealing with market failure, together with an evaluation of their effectiveness.
3. National and International Economy. This theme provides an introduction to the key indicators of macroeconomic performance, the basic Aggregate Demand / Aggregate Supply and Aggregate Expenditure / Income Analysis, and the main objectives and instruments of government policy. Students should be able to acquire a good knowledge of recent economic trends and developments in the UK and the international economy. Students should also be able to appreciate the possible underlying causes of these trends and developments and to evaluate the effectiveness of government policies in the light of these events.

Bibliography:**Essential Reading**

- Slooman, J., Hinde, K. and Garratt, D. 2013. *Economics for Business*, Paperback Edition, Publisher: Financial Times/ Prentice Hall, ISBN-10-0273792466 OR
- Mankiw, G. and Taylor, M. 2011. *Economics*, Paperback 2nd Edition, London, Publisher: Cengage Learning, ISBN-10: 184480870X.

Background Reading**Textbooks**

- Lipsey, L. and Chrystal, A. 2011. *Economics*, 12th Edition, Oxford, Publisher: Oxford University Press, ISBN-10: 0199563381.
- Mankiw, G.M. 2012. *Macroeconomics*, 8th Edition, New York, Publisher: Worth Publishers, ISBN-10: 1464121672.
- Miles, D., Scott, S. and Breedon, F. 2012. *Macroeconomics: Understanding the Global Economy*, 3rd Edition, Publisher: John Wiley & Sons, ISBN-10: 111999571X.
- Pindyck, R. and Rubinfeld, D. 2012. *Microeconomics*, 8th Edition, New Jersey, Publisher: Pearson, ISBN-10: 0133041700.
- Dixit, A. 2014. *Microeconomics: A Very Short Introduction*, Oxford, Publisher: Oxford University Press, ISBN-10: 0199689377.

Fyfe, N. and Threadgold, A. 2013. *The UK Economy 2003-2013*, Paperback Edition, London, Publisher: Anforme Ltd., ISBN-10: 1905504829.

Sawyer, M. (Editor). 2004. *The UK Economy: A Manual of Applied Economics*, Paperback 16th Edition, Oxford, Publisher: Oxford University Press, ISBN-10: 0199266514.

Journals

The Guardian, British Economy Newspaper, <http://www.theguardian.com/uk>

The Financial Times, British Economy Newspaper, <http://www.ft.com>

The Economist, British Economy Magazine, <http://www.economist.com/topics/british-economy>

Journal of Economic Studies, Publisher: Emerald, ISSN : 0144-3585,
<http://www.emeraldinsight.com>

Journal of Macroeconomics, Publisher: Science Direct, ISSN: 0164-0704,
<http://www.sciencedirect.com>

Advances in Applied Microeconomics, Publisher: Emerald, ISSN: 0278-0984,
<http://www.emeraldinsight.com>

Module Title: Marketing Essentials	Level: 4	Credit Value: 20
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Module code: BUS434	Cost Centre: GAMG	JACS3 code: N211
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Trimester(s) in which to be offered: 2	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014
	Date revised: April 2016
	Version no: 4

Existing/New: New	Title of module being replaced (if any): BUS408
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Originating School: Business	Module Leader: Claire Blanchard
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours 33	
Independent study hours 167	
Placement hours 0	

Programme(s) in which to be offered: BA (Hons) Applied Business BA (Hons) Business BSc (Hons) Entrepreneurship BA (Hons) Hospitality Tourism and Event Management BA (Hons) Global Business BSc (Hons) Marketing and Consumer Psychology BA (Hons) Business Accounting and Finance BSc (Hons) Sport Management HNC Business	Pre-requisites per programme (between levels): None
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Module Aims:

This module is about recognizing the importance of marketing's role in driving success and delivering results. Students will learn about the different functions of marketing in the 21st century and will study how an appreciation of consumer behavior and the marketing environment can enable effective targeting and planning. By the end of this module students will have gained an awareness of the various tools available to the modern day marketer, and be capable of recognizing their strengths and weaknesses, enabling them to use them both creatively and effectively in an operational context.

Intended Learning Outcomes:

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

1. Understand the role and function of marketing. (KS5, KS9)
2. Understand what influences customer behaviour. (KS5, KS9)
3. Identify environmental factors and trends and how they can affect marketing planning. (KS5, KS9)
4. Identify sources of marketing information. (KS6)
5. Identify, and apply the marketing mix to satisfy customer needs. (KS3)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self-management)
10. Numeracy

Assessment:

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	LO:1,2,3	Report	40%	N/A	1000
2	LO: 4&5	Report and presentation	60%	N/A	1000

Indicative Assessment One:

Students will be expected to produce a 1000-word individual research report

Indicative Assessment Two:

Students will be expected to produce a 1000-word group research report and presentation.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer

Learning and Teaching Strategies:

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material that forms a basis for group work through practical exercises.

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. The marketing culture – the importance and development of marketing within organisations and society.
2. The development of marketing and marketing concepts.
3. Analysing the Marketing Environment
4. An introduction to Marketing research.
5. Introducing consumer behaviour.
6. Understanding segmentation.
7. The Marketing Mix and Marketing Operations
8. Introducing the Extended Marketing Mix.
9. Marketing in context - this will focus on various topics such as the Public Sector, Non-profit Organisations, Marketing Events, Sports Marketing. The content may be dependent on the availability of guest speakers and issues in the media at the time
10. Introduction to direct and relationship marketing
11. Introducing international marketing

Bibliography:

Essential reading

Blythe, J. (2012). Essentials of Marketing: 5th Edition. Harlow, Pearson

Background Reading

Armstrong, G. & Kotler, P. (2015). Marketing: An Introduction with MyMarketingLab, Global Edition. 12th edition. Pearson Education

Jobber, D. & Ellis-Chadwick, F. (2012). Principles and Practice of Marketing. (7th Edition). McGraw Hill

Kotler, P. & Armstrong, G. (2013). Principles of Marketing. (6th Edition). Pearson Education

Journals

- Journal of Marketing
- Marketing Science
- Journal of Consumer Research
- European Journal of Marketing
- Marketing Letters
- Journal of Business Research

Module Title: Data Analytics and Understanding 'Big Data	Level: 4	Credit Value: 20
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Module code: BUS435	Cost Centre: GAMG	JACS2 N211 code:
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Trimester(s) in which to be offered:	Trimester 2 (F/T 2 year) Semester 2 (F/T 3 year and P/T)	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 3
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Existing/New: Existing	Title of module being replaced (if any): None
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Originating School: Business	Module leader: Kelvin Leong
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core for all programmes listed below
Scheduled learning & teaching hours: 36	
Independent study hours: 164	
Placement hours: 0	

Programme(s) in which to be offered: BA (Hons) Applied Business (core) BA (Hons) Business BA (Hons) Accounting and Finance BA (Hons) Hospitality, Tourism and Event Management BA (Hons) Global Business HNC Business	Pre-requisites per programme (between levels): None
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Module Aims:

1. To outline the genesis and evolution of data analytics and 'big data' in modern business
2. To outline purpose of 'big data' and the uses of data analytics in business including data mining tools and techniques
3. To outline the various sources of data utilised within business, exploring the suitability of analytical tools and tests available
4. To explore and interpret example data sets utilising Microsoft Excel within a business context

Expected Learning Outcomes:

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

Knowledge and understanding

1. Develop ability to use data analytic techniques to summarise data in a meaningful way (KS4, KS10)
2. Discuss what data is available to businesses and what analytical tools and tests are available (KS1, KS6)
3. Describe the definitions and origins of data analytics in business and big data (KS1)
4. Identify the uses of data analytics and the purpose and benefits of big data analysis (KS5)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1,2	Portfolio	50%	N/A	2,000
2	LO: 3,4	Essay	50%	N/A	2,000

Indicative Assessment One:

Students are expected to present a portfolio of individual work that applies data analytic techniques to data sets and information sources. Students will be provided with a range of data sets and supporting case studies and will be required to select choose two. A key component of the assessment will be the interpretation and insight gained from conducting the analysis.

Indicative Assessment Two:

Discuss the purpose and benefits of data analytics and 'big data' within modern business, providing examples of the uses of 'big data' and analytics and outlining the potential limitations/flaws of the data available. (2000, words, individual essay)

Students are expected to read the recommended texts plus additional materials of their choosing.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises.

To this end the module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. Introduction to the definitions of data analytics and 'big data'
2. Introduction to the data sources available and how to assess their appropriateness
3. Introduction to the tools and techniques used in data analytics
4. Basic Microsoft Excel skills
5. Data output interpretation
6. Case study in Business Analytics
7. Benefits and uses of data analytics
8. Benefits and uses of 'Big Data'
9. Case study in 'Big Data'
10. Weaknesses of data analytics and use of 'big data'

Bibliography:

Essential reading

Davenport, T. H. (2014) *Big Data at Work*, Harvard Business Review Press, Boston

Few, S. (2012) *Show Me the Numbers: Designing Tables and Graphs to Enlighten*, 2nd. Edn., Analytics Press, Burlingame

Background Reading

Schmarzo, B. (2012) *Big Data: Understanding How Data Powers Big Business*, John Wiley & Sons, Indianapolis

Journals

Journal of Big Data

Journal of the Royal Statistical Society

Other Sources

Kolodny, L. 2014 'How Consumers Can Use Big Data', *Wall Street Journal* 23 March. Available from: <http://online.wsj.com> [25 March 2014]

Johnston, C. 2012 'Google Trends reveals clues about the mentality of richer nations', Available from: *Ars Technica*

Shvetank, S & Horne A. 2012 'Good Data Won't Guarantee Good Decisions', *Harvard Business Review* September 8

Module Title: Introduction to Management Accounting	Level: 4	Credit Value: 20
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Module code: BUS438	Cost Centre: GAMG	JACS2 code:
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Trimester(s) in which to be offered:	Trimester 2 (F/T 2 year) Semester 2 (F/T 3 year)	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Department: Business	Module leader: Anna Sung
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Module duration (total hours):	200	Status: core/option/elective (identify programme where appropriate):	BA (Hons) Applied Business (Core)
Scheduled learning & teaching hours	44		BA (Hons) Business (Option)
Independent study hours	156		BA (Hons) Accounting and Finance (Option to programme, Core for Accounting route)
Placement hours	0		

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

To provide students with technical proficiency and a conceptual understanding of the major areas of management accounting.

Expected Learning Outcomes:

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

Knowledge and understanding

1. Understand and critically apply the appropriate concepts and techniques to generate cost information to help management in organizational planning and control (KS10)
2. Identify and analyse the means to create value in goods and services and deliver to end users, using appropriate costing methods and management accounting techniques (KS1, KS10)
3. Suggest alternative solutions to various management decision-making problems, based on their understanding of relevant cost information and other management accounting tools, in achieving business and corporate strategic objectives (KS3)
4. Interpret management accounting information (KS5)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Assessment:

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1, 3	Assignment	50%		< 3,000
2	LO: 2, 4	Examination	50%	2 hours	

Indicative Assessment One:

Each student will be required to undertake one individual assignment of not exceeding 3,000 words, excluding table of contents, graphical and tabular material and bibliography. Final details of the assignment and date for submission will be agreed at the start of the trimester.

Indicative Assessment Two:

The final examination will be closed notes and closed book. The examination will take place at the end of the trimester and will be of two-hour duration.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises.

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. How to source, classify and present management information
2. Cost accounting techniques
3. Budgets and budgeting methods
4. Standard costing
5. Performance management techniques

Bibliography:**Essential reading**

Garrison, R.H., E.W. Noreen and P.C. Brewer, *Managerial Accounting*, 14th Edition, McGraw-Hill, 2012.

ACCA, *Paper F5: Performance management: Study Text*, BPP.

MODULE SPECIFICATION FORM

Module Title: Business Law	Level: 5	Credit Value: 20
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Module code: BUS539	Cost Centre: GAMG	JACS2 N211 code:
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Trimester(s) in which to be offered:	Trimester 2 (F/T 2 year) Semester 1 (F/T 3 year) Semester 2 (P/T)	With effect from: September 2017
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: September 2017 Version no: 3
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Existing/New: New	Title of module being replaced (if any): Business Law
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Originating Department: School of Social and Life Sciences	Module leader: Neil Pritchard
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate):	Core:
Scheduled learning & teaching hours: 30		BA (Hons) Business BA (Hons) Accounting and Finance
Independent study hours: 170		BA (Hons) Applied Business
Placement hours: 0		Option: BA (Hons) Global Business

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

To develop a critical understanding of the concepts and principles of the law of obligations & company law and the ability to apply them to practical commercial situations.

Intended Learning Outcomes:

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

Knowledge and understanding

1. Explain the main concepts and principles of the law of obligations & company law (KS1, KS5, KS6)
2. Apply the main concepts and principles of the law of obligations & company law to realistic commercial situations (KS3, KS5, KS6)
3. Critically evaluate the main concepts and principles of the law of obligations & company law in terms of their commercial consequences (KS1, KS3, KS6)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Transferable skills

1. Written, oral and media communication skills
2. Research skills

Assessment:

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1, 2, 3	Coursework	50%	N/A	2,500
2	LO: 1, 2, 3	Exam	50%	2 hours	

Indicative Assessment One: A two part assignment consisting of a critical analysis of the law of obligations followed by a case study requiring an application of legal principles to a realistic commercial situation.

Indicative Assessment Two:

A two part exam consisting of a critical analysis of company law followed by a case study requiring an application of the legal principles to a realistic situation involving a company.

Learning and Teaching Strategies:

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

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises.

To this end the module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. The essential elements of the law of contract and tort
2. Consumer protection agencies
3. Trade descriptions
4. Product liability
5. Consumer safety
6. Contracts for sale of goods and supply of goods and services
7. The nature of a company and other business organisations
8. The formation, financing and constitution of a company
9. The management and administration and regulation of a company
10. Legal implications of companies in difficulty

Bibliography:

Essential reading

Riches, S. and Allen, V. '*Business Law*', (2013) Pearson

Background Reading

Textbooks

Roach, L. '*Card & James Business Law*' (2014) Oxford

Adams, A. '*Law for Business Students*' (2013) Pearson

Marson, J. '*Business Law*' (2013) Oxford

MacIntyre, E. '*Business Law*' (2013) Pearson

ACCA – '*F4 Corporate & Business Law (English) Study Text*', (2012) BPP Learning Media

McLaughlin, S. '*Unlocking Company Law*' (2013) Routledge

Turner, C. '*Unlocking Contract Law*' (2013) Routledge

Turner, C. '*Unlocking Torts*' (2013) Routledge

Woodroffe, G. & Lowe, R. '*Woodroffe's and Lowe's Consumer Law and Practice*' (2013) Sweet & Maxwell

Journals

Merkin, R.M. '*Journal of Business Law*', Sweet & Maxwell

Module Title: Engaging and Leading People	Level: 5	Credit Value: 20
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Module code: BUS545	Cost Centre: GAMG	JACS2 N211 code:
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Trimester(s) in which to be offered:	Trimester 1 for F/T 2 year Semester 1 for F/T 3 year Semester 1 for P/T	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 3
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Existing	Title of module being replaced:
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Originating Department: Business	Module Leader: Karen Hynes
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Module duration (total hours):	200	Status:	BA (Hons) Business (Core)
Scheduled learning & teaching hours	30		BA (Hons) Applied Business (Core)
Independent study hours	170		BA (Hons) Hospitality Tourism and Event Management (Core)
Placement hours	0		BA (Hons) Global Business (Option)
			BSc (Hons) Sports Management (Core)
			BSc (Hons) Entrepreneurship (Core)

Programme(s) in which to be offered:	Pre-requisites per programme (between levels):
BA (Hons) Business BA (Hons) Applied Business BA (Hons) Hospitality Tourism and Event Management BA (Hons) Global Business BSc (Hons) Sports Management BSc (Hons) Entrepreneurship BSc (Hons) Sport Management HNC Business	None

Module Aims:
<ol style="list-style-type: none"> 1. To introduce students to Human Resource theories and practices which underpin the functions of leading and engaging people. 2. To explore current challenges in Global Organisations and the resulting trends in contemporary practice 3. To introduce students to theoretical concepts of Leadership and Engagement within a variety of Global organizational contexts

4. To develop a critical understanding of characteristics in engaged employees and enable students to fully understand the critical links between engagement and organisational success.

Expected Learning Outcomes:

Students will be able to understand and critically examine:

1. Key Elements of regulating and controlling contractual employment relationships
2. Comparative approaches and practice to drive employee engagement (KS1)
3. Academic models and methods to measure the level of engagement in a workforce (KS5)
4. Contemporary leadership approaches and styles to match diverse performance requirements (KS2)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Assessment:					
Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1,2&3	Group Project	70%	N/A	3,000 – 3,500
2	LO: 4	Reflective Account	30%	N/A	1500 – 2000

Indicative Assessment One:

This is a group activity to investigate selected models of people engagement applied in a chosen organisation and an analysis of the outcomes and consequences.

Candidates will be expected to identify qualitative and/or quantitative characteristics and measurements of engaged employees in the chosen organisation, using contemporary methods and concepts delivered on the course.

The findings from the project will be summarised in a presentation, supported by a credible group report.

Indicative Assessment Two:

Candidates will be expected to produce an individual reflective account of their learning on this module with a focus on leadership within the group work experience.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material, which forms a basis for group work through practical exercises.

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

The lecture programme will set the framework to cover conceptual theoretical elements of the content, supported by academic papers, case study analysis and group activities. Each lecture will seek to develop a set of key themes and provide a framework for further, student led, exploration and analysis.

The seminar component will utilise discussion, debate and a variety of interactive exercises, however, the prime focus of the seminars will be on student led activities to consolidate learning. The students are expected to offer information, promote in-class discussion and debate around contemporary, newsworthy topics to support the academic content delivered in lectures.

Students will be required to select one of the topic briefs and organise their group to facilitate the seminar in the scheduled week.

The majority of the module time should be spent on independent study to consolidate student learning, undertake research for assessments and work with fellow candidates to complete group activities for student-led seminar work.

In so doing, wider reading will be required to reinforce knowledge and understanding of the topics and material covered in lectures, preparation for seminars and work towards assessments.

Syllabus outline:**Engaging People**

1. Organisational commitment and people engagement – Internal and external drivers and influences
2. People engagement dimensions – emotional engagement, cognitive engagement, and physical engagement
3. Measuring engagement, Gallup engagement index, characteristics of engaged employees
4. How engaged are British employees? – comparative analysis to other global nations
5. Antecedents and consequences of employee engagement

Leading People

1. Workplace Motivation and Culture
2. Current leadership theories and practices
3. The components of the psychological contract
4. Management and leadership knowledge – vision and empowerment, mentoring and counselling, “gender” debate, competence frameworks

Bibliography:**Key Recommended Text**

Rees G and French R 2015 Leading, Managing and Developing People, 4th Edition, CIPD

Background Reading

Rose, M. 2014, Reward Management, Kogan Page.

Taylor, S. 2014, Resourcing and Talent Management, 6th Ed, CIPD.

Torrington, D., Hall, L., and Taylor, S. 2014, Human Resource Management, 9th ed., FT/Prentice Hall.

Mullins L, 2013, Management and Organisational Behaviour, 10th ed., Prentice Hall.

Burnes, B. 2009, Managing Change: A Strategic Approach to Organisational Dynamics, 4th ed., FT/Prentice Hall.

Huczynski, A. and Buchanan, D. 2013, Organisational Behaviour, 8th ed., Prentice Hall.

Journals

Leadership and Organisation Development Journal
Journal of Organisational Change Management
Journal of Management Development
The McKinsey Quarterly
Harvard Business Review
People Management (CIPD)
Human Resource Management Journal

Websites

Business Link www.businesslink.gov.uk

The HR Brand www.hrmagazine.co.uk

The European Industrial Relations Observatory (EIRO) www.eiro.erofound.ie

Pearson Europe, Middle East and Africa www.pearsoneduc.com

Chartered Institute of Personnel and Development (CIPD) www.cipd.co.uk

Xpert HR

Module Title: Advertising & Branding	Level: 5	Credit Value: 20
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Module code: BUS548	Cost Centre: GAMG	JACS3 code:
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Trimester(s) in which to be offered:	<ul style="list-style-type: none"> ▪ Trimester 1 (F/T 2 year) ▪ Semester 1 (F/T 3 year) 	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic School: Business	Module Leader: Tracy Powell
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours: 33	
Independent study hours: 167	
Placement hours: 0	

Programme(s) in which to be offered:	Pre-requisites per programme (between levels):
BA (Hons) Applied Business BA (Hons) Business BA (Hons) Hospitality Tourism and Event Management BA (Hons) Global Business BSc Marketing and Consumer Psychology BSc (Hons) Sport Management BA (Hons) Business Management and IT	None

Module Aims:

In the 21st century brands have become one of the most valuable assets on an organizations balance sheet. For example it is estimated that 71% of McDonalds total value can be attributed to its brand. In this module we will explore what makes brands so valuable, and how organizations can build and develop successful brands. Drawing heavily on the new psychological research exploring branding, this module will seek to understand the theoretical framework that predicts how consumers perceive and interactive with brands, as well as seeing how this theory can be applied in practice. However, as well as examining the theoretical and academic underpinnings of branding. This module will explore how branding can convey

meaning through advertising; understanding how advertising sits within both the marketing and promotional mix.

Intended Learning Outcomes:

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

1. Analyze how an organization builds a successful brand
2. Understand the managerial significance of branding in a competitive marketplace
3. Analyze the importance of advertising in developing a branding strategy and its role in brand positioning
4. Understand the significance of the marketing environment on advertising and how this influences the effectiveness of advertising
5. Analyze how to measure the success or failure of an advertising or branding campaign (KS6, KS10)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Assessment:

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	LO: 3,4,5	Unseen Exam	45%	2 hours	N/A
2	LO: 1,2,	Case study	45%	N/A	2,500 words
3	LO: 5	Experimental Participation	10%	N/A	N/A

Indicative Assessment One:

Assessment one will be a 2-hour exam divided into two sections. Section A will be worth 60% and will include questions relating to a pre-released case study. Section B (worth 40%) will test student's analytical skills and their ability to critically reflect on the lecture material. Section B will comprise of three essay questions and students are expected to answer one of the four questions.

Indicative Assessment Two:

For assessment two, students are required to prepare a case study analyzing how, and why an organization has developed their brand. This case study will need to consider factors such as: the marketing environment, the brands role in the marketplace, how has advertising contributed to the development of the brand etc.

Indicative Assessment Three:

Students enrolled in this module will be required to participate in a number of experiments exploring consumer behavior. This enables students to appreciate how experiments can be used to further understand branding & advertising. Each student is required to complete three hours' worth of approved experiments.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material that forms a basis for group work through practical exercises.

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. The concept of brands
2. Psychology of branding
3. Developing brands
4. Branding strategy
5. Brand Equity: auditing and measuring brand equity
6. The concept of advertising
7. The theory of advertising
8. The role of advertising agency
9. Media planning
10. Advertising effectiveness
11. Ethical and legal framework

Bibliography:

Essential reading

Clow, K. E. & Baack, D. (2014). *Integrated advertising, promotion, and marketing communications*. Harlow, England: Pearson.

Keller, K.L. (2012). *Strategic brand management: Building, measuring, and managing brand equity 4th edition*. London: Prentice Hall.

Background Reading - Textbooks

Elliot, R., & Percy, L. (2011). *Strategic Brand Management, (2nd ed.)*. Oxford, UK. Oxford University Press.

Fill, C., Hughes, G., & De, F. S. (2013). *Advertising: Strategy, creativity and media*. Harlow: Pearson Education.

Gobe M. (2010). *Emotional Branding*. New York, NY: Allworth Press.

Kotler, P., Keller, K.L., Brady, M., Goodman, M., & Hansen, T. (2012). *Marketing Management*. London: Pearson.

Masterson, R., & Pickton, D. (2010). *Marketing: An introduction*. London: Sage.

Rodgers, S., & Thorson, E. (2012). *Advertising theory*. New York: Routledge.

Wheeler, A. (2012). *Designing brand identity: An essential guide for the whole branding team (4th edition)*. London: John Wiley & Sons.

Clifton, R., Simmons, J., & Ahmad, S. (2003). *Brands and branding*. London, U.K.: Profile Books.

Du, P. E., & Millward Brown (Firm). (2005). *The advertised mind: Groundbreaking insights into how our brains respond to advertising*. London: Kogan Page.

Fletcher, W. (2010). *Advertising: A very short introduction*. Oxford: Oxford University Press.

Ogilvy, D. (1983). *Ogilvy on advertising*. New York, U.S.A.: Crown Publishers.

Powell, H., & Brierley, S. (2009). *The advertising handbook*. London: Routledge.

Tungate, M. (2007). *Adland: A global history of advertising*. London: Kogan Page.

Twitchell, J. B. (2000). *20 ads that shook the world: The century's most groundbreaking advertising and how it changed us all*. New York, U.S.A.: Crown Publishers.

Journals

- International Journal of Advertising
- Journal of Advertising
- Journal of Advertising Research
- Journal of Marketing Communications
- Journal of Marketing Communications
- Marketing & Psychology

Websites

Chartered Institute of Marketing: Knowledge Centre www.themarketer.co.uk/knowledge-centre/

Marketing Magazine www.marketingmagazine.co.uk/

Module Title: Digital Marketing	Level: 5	Credit Value: 20
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Module code: BUS551	Cost Centre: GAMG	JACS3 code:
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Trimester(s) in which to be offered: <input type="checkbox"/> Trimester 3 (F/T 2 year) <input type="checkbox"/> Semester 2 (F/T 3 year)	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 5
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating School: Business	Module Leader: Tracy Powell
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Module duration (total hours): 200 Scheduled learning & teaching hours: 33 Independent study hours: 167 Placement hours: 0	Status: core/option/elective See below (identify programme where appropriate):
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Programme(s) in which to be offered: BSc (Hons) Entrepreneurship (core) BSc (Hons) Marketing and Consumer Psychology (option) BA (Hons) Applied Business	Pre-requisites per programme (between levels): None
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Module Aims:

This module is about appreciating the importance of the ever-evolving digital landscape and understanding how to develop skills to improve digital marketing effectiveness. It provides students with an awareness of the nature of the challenges and opportunities within the digital environment, and outlines the skills and tools required to support marketing activities online. The module will provide students with both the theoretical underpinnings of social media, as well as providing them with practical experience of how social media can support and complement an organizations existing marketing strategy.

Intended Learning Outcomes:

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

1. Understand and critique the opportunities and challenges presented by the digital landscape and how they influence marketing. (KS1, KS3, KS4, KS5)
2. Understand and critique a range theories and concepts relating to digital marketing. (KS4, KS5, KS6)
3. Develop, create and manage an online marketing campaign and assess its effectiveness. (KS1, KS2, KS3, KS4, KS5, KS6, KS10)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Assessment:

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	LO: 1,2,3	Project Portfolio	100%	N/A	4,000

Indicative Assessment:

The assignment will take the form of a project portfolio; students will be expected to set up a website for a personal interest or hobby (e.g. cooking tapas, ice climbing in North Wales etc.) and then run a digital marketing campaign, using a range of social media platforms (e.g. Twitter, Facebook, Wordpress etc.) to try and promote their website. Towards the end of the module students will be required to analyse the effectiveness of the marketing tactics they have used to promote their website. The portfolio will include: the website, social media platforms used and a report justifying decisions they have made relating to their digital marketing strategy.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material that forms a basis for group work through practical exercises.

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. Introduction to E-Marketing,
2. ReMix
3. E-Models
4. E-Customers
5. Social Media Marketing
6. Site Design
7. Traffic Building
8. E-CRM
9. Managing Digital Marketing
10. E-Planning

Bibliography:

Essential reading

Chaffey, D., & Smith, P. R. (2013). *Emarketing excellence: Planning and optimizing your digital marketing*. London: Routledge.

Background Reading - Textbooks

Chaffey, D., Ellis-Chadwick, F., & Chaffey, D. (2012). *Digital marketing: Strategy, implementation and practice*. Harlow, U.K.: Pearson.

Strauss, J. & Frost, R. (2014). *E-Marketing; 7th Edition*. London, U.K.; Prentice Hall.

Aull, J. (2014). *Wordpress Seo Success: Search Engine Optimization for Your Wordpress Website or Blog*. Harlow, U.K.: Pearson

Hussey, T. (2010). *Create your own blog: [6 easy projects to start blogging like a pro]*. Indianapolis, Ind: Sams Pub.

Journals

Convergence: the journal of research into new media technologies

Information Technology & People,

Journal of Communication

Journal of Interactive Marketing

Journal of Marketing

Journal of Marketing Communications □ *Journal of Strategic Marketing.*

Journal of virtual worlds research

Quarterly Journal of Applied Electronic Commerce Research

MODULE SPECIFICATION FORM

Module Title: Customer Service Excellence	Level: 5	Credit Value: 20
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Module code: BUS541	Cost Centre: GAMG	JACS2 code: N211
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Trimester(s) in which to be offered:	Trimester 3 (F/T 2 year) Semester 2 (F/T 3 year and P/T)	With effect from: September 2017
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: July 2017 Version no: 4
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Existing/New: New	Title of module being replaced (if any):
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Originating School: School of Social and Life Sciences	Module leader: Jacqueline Hughes-Lundy
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate):	Core: BA (Hons) Business BSc (Hons) Entrepreneurship BA (Hons) Hospitality Tourism and Event Management BA (Hons) Applied Business
Scheduled learning & teaching hours: 30		Option: BSc (Hons) Marketing and Consumer Psychology
Independent study hours: 170		
Placement hours: 0		

Programme(s) in which to be offered: BA (Hons) Business BSc (Hons) Entrepreneurship BA (Hons) Hospitality Tourism and Event Management	Pre-requisites per programme (between levels): None
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BSc (Hons) Marketing and Consumer Psychology (Option) BA (Hons) Applied Business	
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Module Aims:

1. To provide an introduction to the mastery of service in Hospitality and Tourism
2. To understand the impact of the guest experience on a service sector business
3. Complaint handling and the impact of social media
4. To be able to analyse customer feedback and trends

Expected Learning Outcomes:

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

Knowledge and understanding

1. Understand and define the roles of Customer Service (KS1)
2. Identify the expectations of customers within service industries and understand the methods of complaint handling, including social media (KS3)
3. Develop strong influencing and negotiating skills in order to develop strong professional relationships (KS2)
4. Evaluate and carry out reflective practice using case studies to develop customer-focused thinking (KS8, KS9)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Transferable skills

3. *Written, oral and media communication skills*
4. *Research skills*

Assessment:					
Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1,2	Report	60%	N/A	2,500 – 3,000
2	LO: 3,4	Presentation	40%	N/A	1,500

Indicative Assessment One: Will allow students to research customer service citing examples of good and bad practice. They will need to show an understanding of the origins of modern customer service and the different methods of training and outcomes. They will be expected to suggest ways in which standards of customer service can be improved. Practical and current examples should be used to illustrate.

Indicative Assessment Two: As a group, students will create a training package for front of house restaurant staff and implement the plan by means of a practical exercise in serving and handling customer complaints as part of a front of house team. They will need to understand each other's role, why the complaints arose and how to handle them satisfactorily.

Marks will be a combination of a group mark for the overall event and individual marks for the accompanying 1,500 word statement.

Learning and Teaching Strategies:
<p>This is built on the learning and teaching strategy of the department. The delivery of the module is based on 2 hour of lecture and 1 hour student-led seminar per week.</p> <p>Some lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. Others will be provided on a face-to-face environment and others still during field trips. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises.</p> <p>The lecture sessions will be designed to provide students with sufficient underpinning theory related to the module with a focus on actual examples to encourage independent exploration of the topic and personal reflection and application.</p> <p>Students will be encouraged to contribute their own examples and identify elements of theory to develop and strengthen their own learning through interpretation and exposure to guest speakers from the sector.</p> <p>There will be the opportunity for group discussions during tutorial sessions to explore the concepts of the lectures, introduce the notion of reflective thinking and develop team work skills and problem solving.</p> <p>Practical development of learning and skills through delivery of an event will underpin the lectures and tutorials.</p>

Syllabus outline:

1. Introduction to Customer Service Excellence
2. Communication including non-verbal
3. The guest experience
4. Practical examples of training practices in Customer Service
5. The art of complaint handling
6. Negotiating skills
7. Managing risk

Bibliography:**Essential reading**

Laws, E and Thyne, E. (2005). *Hospitality, Tourism, and Lifestyle Concepts: Implications for Quality Management and Customer Satisfaction*, Binghamton: The Haworth Press, Inc.

Spector R. & McCarthy P.D. (2012), *The Nordstrom Way to Customer Service Excellence*. John Wiley & Sons.

Background Reading

Allen, J et al (2008), *Festival and Special Events Management*. Wiley Chichester

Bowden, G et al (2006), *Events Management*. 2nd edition Oxford: Elsevier Butterworth-Heinemann

Getz, D (2007), *Event Studies: Theory, research and policy for planned events*. Oxford: Elsevier Butterworth-Heinemann

Harrin E (2006), *Project Management in the Real World* BCS Swindon

Reid, R. and Bojanic, C. (2009). *Hospitality Marketing Management*, New Jersey: John Wiley & Sons

Websites

www.visitbritain.org
www.visitwales.org
www.visitengland.org
www.visitmanchester.com
www.visitchester.com
www.wrexham.gov.uk/tourism
www.wreccsam.com
www.discoverhospitality.com
www.hospitalitandcateringnews.com
www.hospitalitynet.org
www.bighospitality.com
www.instituteofhospitality.org
www.conferenceandhospitalityshow.co.uk

Module Title: Managing Corporate Risk and Crime	Level: 5	Credit Value: 20
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Module code: BUS555	Cost Centre: GAMG	JACS2 N211 code:
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Trimester(s) in which to be offered:	<ul style="list-style-type: none"> ▪ Trimester 1 (F/T 2 year) ▪ Semester 1 (F/T 3 year and P/T) 	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 3
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Existing/New: Existing	Title of module being replaced (if any): None
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Originating School: Business	Module leader: David Potter
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Module duration (total hours): 200	Status: BA (Hons) Business (Option) core/option/elective (identify programme where appropriate): BA (Hons) Global Business (Option) BA (Hons) Accounting and Finance (Core)
Scheduled learning & teaching hours: 30	
Independent study hours: 170	
Placement hours: 0	

Programme(s) in which to be offered: BA (Hons) Applied Business (core) BA (Hons) Business BA (Hons) Global Business BA (Hons) Accounting and Finance	Pre-requisites per programme (between levels):
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Module Aims:

To develop a critical understanding of the concepts and principles of the management of corporate risk and crime and the ability to apply these concepts to the business world.

Intended Learning Outcomes:

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

Knowledge and understanding

1. Understand and explain the main concepts and principles of the management of corporate risk and crime (KS1, KS5, KS6)
2. Apply the main concepts and principles of the management of corporate risk and crime to realistic commercial situations (KS3, KS5, KS6)
3. Critically evaluate the main concepts and principles of the management of corporate risk & crime in terms of their commercial consequences (KS1, KS3, KS6)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1,2,3	Coursework	50%	N/A	2,500 – 3,000
2	LO: 1,2,3	Exam	50%	2hrs	N/A

Indicative Assessment One: A two part assignment consisting of a critical analysis of the management of corporate risk followed by a case study requiring an application of the principles of corporate risk to a realistic commercial situation.

Indicative Assessment Two: A two hour exam consisting of a critical analysis of corporate crime followed by a case study requiring an application of the management of corporate crime to a realistic commercial situation.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

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

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises.

To this end the module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. Risk and the risk management process
2. Categories of risk and their identification, assessment and measurement
3. Targeting, controlling and avoiding risk
4. Corporate crime theories
5. Categories of corporate crime and their ramifications
6. Identifying and avoiding the risk of corporate crime

Bibliography:

Essential reading

Woods, M. *'Risk Management in Organisations: An Integrated Case Study Approach'*, 2011, Routledge

Minkes, J.P & Minkes, L. *'Corporate and White Collar Crime'*, 2008, Sage

Background Reading - Textbooks

Hopkin, P. *'Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Risk Management'*, (2012), Kogan Page

Hopkin, P. *'Risk Management (Strategic Success)'*, (2013), Kogan Page

Anderson, E.J. *'Business Risk Management: Models and Analysis'*, (2013), Wiley-Blackwell

Sadgrove, K. *'The Complete Guide to Business Risk Management'*, (2005), Gower Publishing

Girling, P. X. *'Operational Risk Management: A Complete Guide to a Successful Operational Risk Framework'*, (2013), Wiley

Crouhy, M. Galai, D. & Mark, R. *'The Essentials of Risk Management'*, (2014), McGraw-Hill

Wells, J.T. *'Corporate Fraud Handbook: Prevention and Detection'*, (2013), Wiley

Benson, M. & Simpson, S. S. *'White Collar Crime: An Opportunity Perspective'*, (2009), Routledge

Payne, B. K. *'White Collar Crime: The Essentials'*, (2012), SAGE

ACCA – *'P1 Governance, Risk and Ethics'*, (2013), BPP Publishing

Journals

Dorham, M.A. *'International Journal of Risk Assessment and Management'*, Inderscience Publishers

Module Title: Strategic Thinking	Level: 6	Credit Value: 20
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Module code: BUS623	Cost Centre: GAMG	JACS2 N211 code:
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Trimester(s) in which to be offered:	<ul style="list-style-type: none"> ▪ Trimester 3 (F/T 2 year) ▪ Semester 1 (F/T 3 year & P/T) 	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 3
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Existing/New: Existing	Title of module being replaced (if any):
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Originating School: Business	Module leader: Dr. Jan Green
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Module duration (total hours): 200	Status: Core Core/option/elective (identify programme where appropriate): Core for all programmes listed below
Scheduled learning & teaching hours: 30	
Independent study hours: 170	
Placement hours: 0	

Programme(s) in which to be offered: BA (Hons) Applied Business (core) BA (Hons) Business BSc (Hons) Entrepreneurship BA (Hons) Hospitality Tourism and Event Management BA (Hons) Global Business BSc (Hons) Sports Management BSc (Hons) Marketing and Consumer Psychology BA (Hons) Accounting and Finance BA (Hons) Business Management and IT	Pre-requisites per programme (between levels): None
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Module Aims:

1. To analyse the evolution of strategy as both an academic discipline and cornerstone of business thinking and senior management behaviour
2. To critique the processes by which organisations identify and achieve their aims
3. To analyse the socio-economic consequences of implementing strategic development

Expected Learning Outcomes**Knowledge and understanding**

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

1. Critically discuss the historical development of business strategy over the course of the 20th century and comparisons with current thinking on strategy (KS1)
2. Critically evaluate the relevance of strategy in the modern business environment and how organisations implement a strategic shift (KS5)
3. Explain at least three models for strategic implementation (KS1, KS6)
4. Understand the wider context of strategy in terms of socio-economic and environmental concerns and ethics (KS7)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Assessment:

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1	Essay	30%	N/A	2,000
2	LO: 2, 3, 4	Management report	70%	N/A	3,000

Indicative Assessment One:

A critical assessment and evaluation of the theoretical underpinnings of strategic thought, past, present and possibly future.

Indicative Assessment Two:

Students will be given a hypothetical organisation synopsis. They will assume the role of *Director of Strategy* and submit a management report in the form of a strategic action plan. This plan will define realistic objectives for a specified period of time and a clear overview of the direction the business will take in order to meet those objectives. Rationale and justification for the strategy will also be assessed.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises. There will be the opportunity to engage in group exercises to evaluate and present case study material either in formal presentation or in class discussion. Contemporary issues aligned to the module content will be drawn upon to provide a practitioner insight to the modular content.

To this end the module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. The overarching context for all strategic endeavour: 1. Where are we now (the strategic position); 2. Where do we want to be (options and choices); 3. How do we get there (implementation)
2. A brief history of Strategy
3. How to create a strategy
4. Stakeholders and strategic alliances
5. Strategic options
6. The economics of strategy
7. Scenario planning and portfolio analysis
8. Strategy models
9. Strategy evaluation, development and Implementation

Bibliography

Essential reading:

Sola, D. & Couturier, J. (2013) How To Think Strategically, Pearson Education, Harlow.

Other indicative reading

David, F.R. & David, F.R. (2017) Strategic Management: A Competitive Advantage Approach (16th Edn). Pearson Education, Harlow.

Evans, V., (2013) Key Strategy Tools: The 80+ Tools for Every Manager to Build a Winning Strategy, FT Publishing, Harlow.

Grant, R.M. & Jordon, J.J. (2015) Foundations of Strategy, (2nd Edn) John Wiley, Colchester.

Lynch, R.L (2015) Strategic Management Prentice Hall: Harlow.

Mintzberg, H., Lampel, J., Quinn, J. B., Ghoshal, S. (2013) The Strategy Process: Concepts, Contexts and Cases, Pearson Education, Harlow.

Paroutis, S., Heracleous, L. & Angwin, D. (2016) Practicing Strategy, Sage Publications, London

Tovstiga, G. (2015) Strategy in Practice: A Practitioner's Guide to Strategic Thinking, (3rd edn) John Wiley, Colchester.

Journals

Developing and Learning in Organizations

Harvard Business Review

Journal of Business Strategy

Journal of Management Education

Long Range Planning Journal

Strategic Directions

Strategy and Leadership

Module Title: Employment Law	Level: 6	Credit Value: 20
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Module code: BUS625	Cost Centre: GAMG	JACS2 N211 code:
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Trimester(s) in which to be offered:	<ul style="list-style-type: none"> ▪ Trimester 3 (F/T 2 year) ▪ Semester 1 (F/T 3 year and P/T) 	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any): Employment Law Level 5
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Originating Department: Business	Module leader: Neil Pritchard
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Module duration (total hours):	200	Status: core/option/elective (identify programme where appropriate): BA (Hons) Applied Business (core) BA (Hons) Business (Option) BSc (Hons) Entrepreneurship (Option) BSc (Hons) Sports Management (Option)
Scheduled learning & teaching hours	30	
Independent study hours	170	
Placement hours	0	

Programme(s) in which to be offered: BA (Hons) Applied Business (core) BA (Hons) Business BSc (Hons) Entrepreneurship BSc (Hons) Sports Management	Pre-requisites per programme (between levels): None
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Module Aims:

To develop a critical understanding of the concepts and principles of employment law and the ability to apply these concepts to the business world.

Expected Learning Outcomes:

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

Knowledge and understanding

1. Understand and explain the main concepts and principles in the development of employment law (KS1)
2. Critically evaluate the contractual relationship between employer and employee (KS1)
3. Assess the various forms of employment protection given to different types of workers
4. Critically discuss the provisions regarding equality and family friendly rights (KS5)
5. Demonstrate a practical understanding of the law of dismissal and redundancy

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Assessment:

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1,2,3,5	Coursework	50%	N/A	2,500 – 3,000
2	LO: 1,2,3,4	Exam	50%	2hrs	N/A

Indicative Assessment One:

A two part assignment consisting of a critical analysis of the principles of employment law followed by a case study requiring an application of the principles of dismissal/redundancy to a realistic commercial situation.

Indicative Assessment Two:

A two hour exam consisting of a critical analysis of the principles of employment law followed by a case study requiring an application of the principles of equality/family policies to a realistic commercial situation.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises.

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. The sources and structure of employment law
2. Determining employment status
3. The contract of employment
4. Implied terms regarding working hours, holidays and pay
5. Family friendly employment rights
6. Protection from discrimination and equal pay provisions
7. Wrongful and unfair dismissal
8. Redundancy – the rights of employees, the obligations of employers

Bibliography:**Essential reading**

Turner, C. (2013) *Unlocking Employment Law*, Routledge

Background Reading**Textbooks**

Sargeant, M. & Lewis, D. (2014) *Employment Law*, Pearson

Smith, I. & Baker, A. (2013) *Smith & Wood's Employment Law*, Oxford

Sargeant, M. & Lewis, D. (2013) *Employment Law: The Essentials*, CIPD

Daniels, K. (2012) *Employment Law: An Introduction for HR and Business Students* CIPD

Emir, A. (2014) *Selwyn's Law of Employment*, Oxford

Willey, B. (2012) *Employment Law in Context: An Introduction for HR Professionals*, Pearson

Welch, R. & Strevens, C. (2013) *Employment Law*, Pearson

Lockton, D.J. (2014) *Employment Law*, Palgrave

Honeyball, S. (2012) *Honeyball & Bower's Textbook on Employment Law*, Oxford

Marson, J. (2014) *Beginning Employment Law*, Routledge

Phillips, G. & Scott, K. (2014) *Employment Law 2014 – LPC*, College of Law

Journals

Booth, E (Ed), *New Law Journal*, Lexisnexis

Module Title: Strategic Marketing	Level: 6	Credit Value: 20
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Module code: BUS629	Cost Centre: GAMG	JACS3 code:
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Trimester(s) in which to be offered.:	<ul style="list-style-type: none"> ▪ Trimester 2 (F/T 2 year) ▪ Semester 2 (F/T 3 year and P/T) 	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 3
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Existing/New: New	Title of module being replaced (if any):
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Originating School: Business	Module Leader: Claire Blanchard
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): See below
Scheduled learning & teaching hours: 33	
Independent study hours: 167	
Placement hours: 0	

Programme(s) in which to be offered: BA (Hons) Applied Business (core) BA (Hons) Business (core) BSc (Hons) Entrepreneurship (core) BA (Hons) Hospitality Tourism and Event Management (option) BA (Hons) Global Business (option) BSc (Hons) Marketing and Consumer Psychology (core) BSc (Hons) Sport Management (core) BA (Hons) Business Management and IT (core)	Pre-requisites per programme (between levels): None
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Module Aims:

To make students aware how organizations can take a strategic approach to marketing planning and control. This module will outline the stages of the process from marketing audit through to strategic decision-making in order for an organization to achieve a competitive advantage. In doing so students will understand how a number of analytical models and techniques might be applied to marketing planning and control, resulting in improved marketing performance.

Intended Learning Outcomes:

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

Knowledge and understanding

1. Analyse an organization's current and future external and internal environment (KS3, KS5, KS6, KS7)
2. Analyze relevant information so as to inform strategic decision making and so develop a strategic marketing plan (KS5, KS6, KS10)
3. Recognize the problems of implementation and control and how these may be overcome by being able to;
 - a. Manage resources to deliver the strategic marketing plan (KS3, KS5, KS8, KS9, KS10)
 - b. Monitor, measure and adapt the plan for continuous improvement (KS3, KS5, KS8, KS9, KS10)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:					
Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	LO: 2,3	Report	50%	N/A	2,000 words
2	LO: 1,2	Report	50%	N/A	2,000 words

Indicative Assessment One:

Assessment one will be an individual marketing report.

Indicative Assessment Two:

Assessment two will be an individual assessment on a contemporary strategic issue.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material that forms a basis for group work through practical exercises.

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. Marketing orientation and the marketing planning process
2. Strategic thinking and barriers to planning
3. Models for assessing the macro and micro environments and internal environments including PESTLE, SOSTAC, Porters 5 Forces, customer, competitor and channel analysis
4. Core competencies, capabilities and assets utilizing innovation auditing, brand equity analysis to value chain and financial techniques
5. SWOT and TOWS analysis to clarify the key issues and constraints
6. Marketing operations and globalisation
7. Formulating strategy utilizing such models as Ansoff's growth matrix, Porters generic strategies
8. STP approach
9. Stages in project management in developing and implementing a marketing plan
10. Measures for controlling the plan

Bibliography:

Essential reading

Hooley, G. J., Saunders, J. A., & Piercy, N. (2011). *Marketing strategy and competitive positioning: Fifth edition*. Harlow, England: Prentice Hall Financial Times.

Background Reading

Textbooks

Blythe, J., & Megicks, P. (2010). *Marketing planning: Strategy, environment and context*. Harlow, England: Prentice Hall.

Dibb, S., & Simkin, L. (2008). *Marketing planning: A workbook for marketing managers*. London, U.K.: Cengage Learning.

Keller, K. L. (2013). *Strategic brand management: Building, measuring, and managing brand equity*. Boston: Pearson.

Kerin, R. A., & Peterson, R. A. (2013). *Strategic marketing problems: Cases and comments*. Boston: Pearson.

Kotler, P., & Keller, K. L. (2012). *A framework for marketing management*. Boston: Prentice Hall.

Journals

- *Journal of Business Strategy*
- *Journal of Marketing*
- *Journal of Strategic Marketing*
- *Marketing Science*

Module Title: Corporate Governance & Ethics	Level: 6	Credit Value: 20
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Module code: BUS630	Cost Centre: GAMG	JACS2 N211 code:
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Trimester(s) in which to be offered:	<ul style="list-style-type: none"> ▪ Trimester 2 (F/T 2 year) ▪ Semester 2 (F/T 3 year and P/T) 	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any): None
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Originating School: Business	Module leader: Neil Pritchard
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Module duration (total hours):	200	Status: core/option/elective (identify programme where appropriate): BA (Hons) Applied Business (core) BA (Hons) Business (Option) BA (Hons) Accounting and Finance (Option for programme, Core for Finance route) BSc (Hons) Entrepreneurship (Option) BA (Hons) Global Business (Option)
Scheduled learning & teaching hours	30	
Independent study hours	170	
Placement hours	0	

Programme(s) in which to be offered: BA (Hons) Applied Business (core) BA (Hons) Business BA (Hons) Accounting and Finance BSc (Hons) Entrepreneurship BA (Hons) Global Business	Pre-requisites per programme (between levels): None
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Module Aims: To develop a critical understanding of the concepts and principles of corporate governance and ethics and the ability to apply these concepts to the business world.

Intended Learning Outcomes:

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

Knowledge and understanding

1. Critically analyse and explain the main concepts and principles of corporate governance & business ethics (KS1, KS5, KS6)
2. Apply the main concepts and principles of corporate governance & business ethics to realistic commercial situations (KS3, KS5, KS6)
3. Critically evaluate the main concepts and principles of corporate governance & business ethics in terms of their commercial consequences (KS1, KS3, KS6)
4. Demonstrate the application of professional values and judgement through an ethical framework that is in the best interests of society and business, and is in compliance with relevant professional codes, laws and regulations (KS1, KS3, KS6, KS7)

Key skills for employability

1. Written, oral and media communication skills
2. Leadership, team working and networking skills
3. Opportunity, creativity and problem solving skills
4. Information technology skills and digital literacy
5. Information management skills
6. Research skills
7. Intercultural and sustainability skills
8. Career management skills
9. Learning to learn (managing personal and professional development, self management)
10. Numeracy

Assessment:

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1,2,3	Coursework	50%	N/A	2,500
2	LO: 1,2,3,4	Coursework	50%	N/A	2,500

Indicative Assessment One:

A two part assignment consisting of a critical analysis of corporate governance followed by a case study requiring an application of the principles of corporate governance to a realistic commercial situation.

Indicative Assessment Two:

A two part assignment consisting of a critical analysis of business ethics followed by a case study requiring an application of corporate social responsibility to a realistic commercial situation.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Learning and Teaching Strategies:

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

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises.

To this end the module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Syllabus outline:

1. Theories and scope of corporate governance
2. Agency relationships and theories
3. The board of directors, committees and remuneration
4. Approaches and practice of corporate governance
5. Reporting and disclosure
6. Management control systems in corporate governance
7. Ethical theories
8. Different approaches to ethics and social responsibility
9. Social and environmental issues in the conduct of business and of ethical behaviour

Bibliography:**Essential reading**

Solomon, J. *'Corporate Governance and Accountability'*, 2013, Wiley.

McDonald, G. *'Business Ethics: A Contemporary Approach'*, 2014, Cambridge

Background Reading**Textbooks**

ACCA – *'P1 Governance, Risk and Ethics'*, (2013), BPP Publishing

Benn, S. & Bolton, D. *'Key Concepts in Corporate Social Responsibility'*, (2011), SAGE.

Bloomfield, S. *'Theory & Practice of Corporate Governance: An Integrated Approach'*, (2013), Cambridge University Press

Blowfield, M. & Murray, A. *'Corporate Responsibility'*, (2011), OUP Oxford

Crane, A. & Matten, D. *'Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalisation'* (2015), Oxford.

Crane, A. & Spence, L. *'Corporate Social Responsibility: Reading and Cases in a Global Context'*, (2013), Routledge.

Fisher, C. Lowell, A. & Valero, N. '*Business Ethics & Values*' (2012), Pearson.
Fryer, M. '*Ethics Theory & Business Practice*' (2014), Sage.
Griseri, P. & Seppala, N. '*Business Ethics and Corporate Social Responsibility*' 2010, CENGAGE Lrng Business Press.
Mallin, C. '*Corporate Governance*', (2015), Oxford.
Monks, R.A.G. & Minow, N. '*Corporate Governance*', (2011), Wiley
Tricker, B. '*Corporate Governance: Principles, Policies and Practices*', (2015), OUP Oxford

Journals

Ahmed, P.K. & Machold, S. '*International Journal of Business Governance and Ethics*', Inderscience Publishers

Module Title: Dissertation	Level: 6	Credit Value: 40
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Module code: BUS635	Cost Centre: GAMG	JACS2 N200 code:
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Trimester(s) in which to be offered:	<ul style="list-style-type: none"> ▪ Trimester 2 and 3 (F/T 2 year) ▪ Semester 1 and 2 (F/T 3 year and P/T) 	With effect from: September 2016
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Office use only: To be completed by AQSU:	Date approved: September 2014 Date revised: April 2016 Version no: 3
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Existing/New: Existing	Title of module being replaced (if any): Project
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Originating School: Business	Module leader: Dr Jan Green
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Module duration (total hours):	400	Status: core/option/elective (identify programme where appropriate): See below
Scheduled learning & teaching hours	60	
Independent study hours	340	
Placement hours	0	

Programme(s) in which to be offered:	Pre-requisites per programme (between levels): None
BA (Hons) Applied Business (core) BA (Hons) Business (option) BSc (Hons) Entrepreneurship (core) BA (Hons) Hospitality Tourism and Event Management (option) BA (Hons) Global Business (option) BSc (Hons) Marketing and Consumer Psychology (core) BA (Hons) Accounting and Finance (option) BSc (Hons) Sports Management (core)	

Module Aims:
The project aim is for students to demonstrate the application of knowledge and skills gained during the undergraduate programme of study in an independent, self-motivated, enquiring and problem-solving manner. This serves to extend, underpin and enhance learning through the identification of a business/management problem which requires theoretical research, structured data collection, subsequent analysis leading to conclusions and recommendations.

Expected Learning Outcomes:

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

Knowledge and understanding

1. Accurately identify and specify the nature and characteristics and variables of relevance to a problem or investigative topic within the management or business domain. (KS1, KS3, KS4, KS5, KS6, KS9)
2. Design and write a logical and methodologically sound research proposal as a basis for undertaking a researchable project independently. (KS1, KS3, KS4, KS5, KS6)
3. Select and apply the key, critical components of academic research methods to the identified problem or investigative topic (KS1, KS3, KS4, KS5, KS6, KS9)
4. Complete a practical or theoretical research project and to demonstrate support and rationale for the purpose, research methods and subsequent outcomes of the project. (KS1, KS3, KS4, KS5, KS6, KS9, KS10)

Key skills for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self management)*
10. *Numeracy*

Assessments:

1. A formal research proposal including the terms of reference for the project, evidence of initial literature searching and an outline of the methodology and analytical methods to be applied. A time-bound project plan is also incorporated into the proposal. Submitted in mid-trimester 1.
2. Final project report incorporating the terms of reference/problem, literature search and review, methodology, data analysis, findings and discussion chapters.

Students on the BA (Hons) Applied Business programme will undertake assessment tasks based on their partnered employer.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
1	LO: 1, 2	Research Proposal	20%	N/A	1,500
2	LO: 3, 4	Project Report	80%		7,500

Learning and Teaching Strategies:

This module covers two trimesters. In trimester one there will be a formal weekly lecture on research methods and data analysis techniques.

Lectures will be provided to students digitally, a minimum of three working days before the classroom tutorials. The classroom tutorials will facilitate interactive discussion and feedback on the lecture material which forms a basis for group work through practical exercises.

The module is embedded within the values and practices espoused in the Glyndŵr University's Teaching and Learning and Assessment strategy whereby students are encouraged to take responsibility for their own learning and staff facilitate the learning process, with the aim of encouraging high levels of student autonomy in learning and the capacity to apply it within the wider environment.

Students will be encouraged to select dissertation topics that reflect their programme route, specialisms and area of career interest as completed document has the potential to serve as a reference for the student. Teaching content will also cover the critical issue of access to data.

In addition students will attend individual supervision sessions, to enable academic staff to effectively manage progression, prior to submission of the research proposal in place of lectures. Additional tutorials may be provided in trimester 2 and will be tailored to the needs of students as they progress with the project and may include IT skills, data analysis and drawing conclusions. Throughout trimester 2 the individual supervision sessions continue to provide in-depth support, monitor progression, provide guidance and feedback to effectively meet student needs in the completion of the project.

Syllabus outline:

1. Project introduction, structure, management and assessment
2. Choosing a research topic – terms of reference, project planning
3. Research methods, approaches, techniques and practicalities
4. Searching the relevant literature, identify variables and recording progress
5. The project proposal and structure
6. Writing the literature review – structure and content
7. Writing the methodology chapter – justification, methods and analysis
8. Types of data collection – the questionnaire, interviews
9. Qualitative data analysis
10. Quantitative data analysis
11. Precautions – reliability, bias and validity
12. Computer packages to support data analysis
13. Organization of findings, analysis and discussion
14. Drawing conclusions and making recommendation
15. Presentation of the report
16. Reflective practices.

Bibliography:

Essential reading

Walliman, N. (2013) Your undergraduate dissertation: the essential guide for success, 2nd. Edn., Sage Publications, London

Other Indicative Reading

Brett-Davies, M. and Hughes, N. (2014) Doing a Successful Research Project: Using Qualitative or Quantitative Methods, 2nd. Ed., Palgrave Macmillan, Basingstoke.

Collis, J. and Hussey, R. (2013) Business Research: A Practical Guide for Undergraduate and Postgraduate Students, Sage Publications, London

Denscombe, M. (2010). The good research guide: for small-scale social research projects, 4th Edn., Open University Press, Maidenhead.

Greethan, B. (2009) How to Write Your Undergraduate Dissertation, Palgrave Macmillan, Basingstoke.

Kumar, R. (2014) Research Methodology: A Step by Step Guide for Beginners, 4th Edn., Sage Publications, London

Rearden, D. (2006) Doing your undergraduate project, Sage Publications, Thousand Oaks.

Ridley, D. (2012) The Literature Review: A step-by-step Guide for Students, 2nd Edn., Sage Publications, London

Saunders, M, Lewis., P. and Thornhill, A. (2012) Research Methods for Business Students, 6th Edn., Pearson Education, Harlow

Walliman, N. (2011) Your Research Project: Designing and Planning Your work, 3rd Edn., Sage Publications, London.

Wilson, J. (2014) Essentials of Business Research: A Guide to Doing Your Research Project, 2nd Edn., Sage Publications, London.

Wisker, G. (2009) The Undergraduate Research Handbook, Palgrave Macmillan, Basingstoke.

Websites

info.lesphinx.eu/en/resources/pdf/Handbook

Journals

International Journal of Organizational Analysis

Journal of Mixed Methods Research

Organizational Research Methods

Qualitative Research in Organizations and Management: An International Journal