



NCIUL

Undergraduate
Programme
Handbook

**FACULTY OF
BUSINESS AND
MANAGEMENT**

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About This Handbook

This Handbook is prepared to provide you with basic information about what you should expect from your experience at NCIUL, and where to get support in case of need. Be aware that in this Handbook we are providing you with a summary of our general regulations, and you should always refer to them to understand NCIUL policies and procedures. You will find links to our website within this Handbook, for you to use as a reference guide.

This Programme Handbook is prepared ahead of the academic period to which it relates, meaning that there may be changes to it by the time you are a student with us. These changes, alterations or amendments are necessary to provide you with a better learning experience, and will be made available to you on our website, VLE and communicated to you by email.

Information in alternative formats

This handbook is available online, in your VLE (Section Useful Documents), and in your MyNCU.

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact the Student Office.

We can supply sections from this publication as:

- a Word document with enlarged type – sent by email or supplied on a CD or memory stick
- printed copy with enlarged type
- printed copy on non-white paper

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

Disclaimer

This Handbook does not replace NCIUL's regulations. All students will be required, as a condition of enrolment, to abide by and submit to the procedures of NCIUL which are amended from time to time.

Every effort has been made to ensure the accuracy of the information contained within this Handbook, but it is subject to alteration without notice. NCIUL will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out in this Handbook. However, NCIUL reserves the right to make variations to the contents or methods of delivery of programmes, to discontinue programmes and to merge or combine programmes, if such action is reasonably considered to be necessary by NCIUL. If NCIUL discontinues any programme it will use its reasonable endeavours to provide a suitable alternative programme.



Welcome from the Board of Directors

Welcome to Niccolò Cusano (Italian) University in London, an institution with International style of education. Our distinguished faculty, with an almost limitless breadth of academic and business experience, offers our students a challenging, inspiring, and practical foundation for their future endeavours.

NCIUL seeks to deliver educational programs and high value services grounded upon the principles of truth, established practice and founded science for the end goal of producing a new breed of self-directed, competent leaders. With the help of technology, it is now possible for educational institutions, such as NCIUL, to fulfil this ambition. Education does not need to be confined to traditional settings because people who want to obtain their degrees or expand their educational qualifications can do so through alternative means. NCIUL's programs and curricula are comprehensive and at the same time, adhere with exemplary international standards. This means that the Institution has received accreditation from ASIC after passing their reviews and after completing various requirements.

NCIUL, in its mission to promote and accelerate leadership as well as professional development not only among its student body but also its faculty and other employees, harnesses current research, relevant curricular offerings and responsive support services. By taking this stance, NCIUL is assured that it plays a significant role in the creation and delivery of relevant knowledge and skill, thereby contributing to society in general. In its aim to serve as centre of knowledge and be part of the global education and science community, NCIUL also assumes responsibility for ongoing enhancement of a well-rounded, research oriented academe. NCIUL takes pride in the opportunities and knowledge it offers to the international education landscape, and values each student as they contribute to this legacy.

We are proud of our academic challenge and excellence, and we believe that every incoming student adds to our legacy. Our faculty members are encouraged to provide our students with the fundamentals that they will use for the rest of their careers, while imparting learning experiences and lessons that will serve them personally and professionally.

I am confident that NCIUL can meet and exceed your expectations. We are proud of the opportunities and experiences that NCIUL offers every day, and we hope you will become part of our community.

Kind Regards,

Stefano Bandecchi
Director



A Message from the Faculty of Business and Management

Welcome! Your new life at **NCIUL** starts here.

NCIUL offers world-class online and face to face higher education courses designed to help you enhance your intellectual interests and skills. We provide you with a practical and ideal solution that makes it far more convenient to obtain a degree without leaving your home or giving up your job. Our degree programs are likewise perfect for those who wish to further specialise in a particular field without compromising career or business activities.

You can complete higher education courses by following our interactive and dynamic degree programs through a highly-effective platform that combines lecture courses, internships, and practical and vocational activities to make e-learning a positive and dynamic experience.

Faculty of Business & Management

The Faculty of Business & Management (FBM) is delighted to welcome its new students at the London Campus. Although NCIUL is still relatively new in the UK, we have come a long way in the Higher Education sector.

The Faculty of Business & Management, with its friendly administrative and academic staff, will support your needs and enhance your learning experience in the vibrant city of London. Here our students are part of a strong community, that knows no barriers and appreciates diversity, equality, and integration.

Our departments, as well as our programmes, are designed to engage students in an interactive way, through the use of innovative blended teaching and learning techniques, and through the use of both real life problem-based and research evidence-based approaches. What we offer here, at NCIUL Faculty of Business & Management, is a lifelong learning attitude to form the future managers, global leaders and outstanding citizens of tomorrow.

We hope that your time as a student at NCIUL is successful and enjoyable, and the best of luck to your studies.

Dr. Sara Fazzin
Dean and Programme Leader





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Programme Specification



1. Overview

NCIUL provides an interactive, innovative experience that aims to engage students in a broad variety of activities including the acquisition of in-depth knowledge of core subjects, and the enhancement of critical thinking skills so that students develop employability skills. We continue to promote a lifelong learning attitude.

At the Faculty of Business and Management, academic excellence revolves around blended teaching and learning methods in a real life, problem-based approach. Through seminars, traditional lectures, labs, workshops and team challenges, students are encouraged to deepen their knowledge in a way that matters once they graduate. At the same time, fostering a practical approach, students will have the chance to build interpersonal, transferable skills over time and throughout the programme. Employability skills – for example, team work, self-management, business and customer awareness, communication, literacy and numeracy – are all integral parts of the programme although this may not always be evident to you as they will not always be presented as such. The programme is designed to form managers and businessmen with a set of capabilities that enable them to successfully manage a business in a global context. A distinctive feature of this Programme is its global approach mixed with an Italian perspective, both in terms of local case study analysis and market excellences taken into account (i.e., food and hospitality, arts, health sector). Furthermore, it aims to provide valuable employability skills with a problem-based, practice-focused approach that clearly evaluate learning as a life-long attitude. With a clear and specific attitude towards knowledge that evaluates the importance of the human factor in every single aspect of management (from HR to strategy, from organisational behaviour to marketing), the BA Hons Global Management and International Business offers future professionals for competitive global markets, that know how to embrace change and uncertainty in order to innovate.

2. Educational Aims and Objectives

The programme's aim is to equip students with understanding of global organisation, the economy and business environment. The programme aims to prepare students for a career in global business and management, and increase their skills and attributes to become effective global citizens and leaders.

The key objectives are to:

- bring together management and leadership theories, practices and values, so that students fully understand business in a global perspective. Learners are engaged by the analysis of contemporary global issues, and stimulated to apply latest research in comparative and multidisciplinary fields, demonstrating understanding and respect of diverse cultures.
- provide students with essential transferable skills such as independent critical, creative and strategic thinking, confident decision-making and analytical skills.
- develop students' abilities to apply knowledge and understanding of business and management to complex global issues to improve management and leadership practices.
- prepare individuals to become effective global managers and leaders who are successful learners, confident individuals and responsible global citizens.
- provide students with an opportunity to learn in a stimulating and engaging environment, with blended teaching techniques and both traditional and innovative methods. Knowledge and core competencies are provided online as well as offline, in accordance with student's learning styles, to promote employability, reflectiveness and self-awareness, through academic excellence and a problem-solving approach.



3. Programme Learning Outcomes

According to QAA, learning outcomes can be defined as “what a learner is expected to know, understand and/ or be able to demonstrate after completing a process of learning”. Learning outcomes have a very important function when it comes to assessment, and must be aligned to the related programme assessment and award.

Learning outcomes for the BA (Hons) Global Management and International Business have been designed to progress within the whole programme, in relation to the level of knowledge/skills students are expected to achieve.

To be awarded a Certificate of Higher Education in Global Management and International Business, students will be expected to achieve learning outcomes A1, A2, A3, A4, A5, A7, A9, A11, A12; B1, B2, B3, B4, B7; C1, C2, C3, C4; D1, D2, D3, D4, D5, D6, D7, D9, D10, D11, D12.

To be awarded a Diploma of Higher Education in Global Management and International Business, students will be expected to achieve at least learning outcomes A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12; B1, B2, B3, B4, B5, B6; C1, C2, C3, C4, C5; D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12.

A. Knowledge and understanding

At the end of the programme, students will be expected to:

- A1** evaluate the role of economic theories in management
- A2** identify and analyse complex systems, processes and environment in which the business operates
- A3** state financial concepts and principles to evaluate business structure and procedures
- A4** demonstrate knowledge of statistical concepts, principles and techniques that can be applicable within the global business context
- A5** recognise and clearly describe the human component in strategic analysis, decision making and managerial practices
- A6** demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour
- A7** evaluate and compare different business scenarios in global environment as informed by business management, financial management and marketing
- A8** identify potential competitive advantage of the business in a target market and design innovative approaches to maximise it
- A9** list, explain and evaluate contemporary business issues in relation to globalisation and uncertainty, through a work-based approach
- A10** evaluate the fundamental role of creativity and design in relation to decision making processes
- A11** demonstrate a solid foundation for further study or professional development
- A12** critically analyse contemporary global concepts through a reflective approach

B. Cognitive skills

At the end of the programme, students will be expected to:

- B1** demonstrate critical thinking, analysis and synthesis of complex management, financial and economic issues
- B2** evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment
- B3** creatively formulate and solve business problems using different tools and techniques from a variety of resources
- B4** identify contemporary global issues and evaluate managerial, organisational and economic concepts to analyse the market



B5 research theoretical principles and assess them to design practical solutions to innovate the business

B6 adapt and utilise prior knowledge and new information in order to critically present a solution to a given problem

B7 integrate a reflective attitude towards the analysis of cross-cultural and global concepts, and relative solutions

C. Practical and professional skills

At the end of the programme, students will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C3 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

D. Key/transferable skills

At the end of the programme, students will be expected to:

D1 use creativity in problem solving and decision making

D2 demonstrate the ability to work independently

D3 employ research skills using different IT tools, online resources and database

D4 demonstrate to be collaborative in team projects

D5 clearly communicate orally and in writing, for academic and professional audiences

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D7 produce, manipulate, interpret and present data to evaluate business matters

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

D9 operate in the global arena recognising and evaluating contemporary complexity and cross country culture

D10 use a reflective approach to evaluate concepts and scenarios

D11 use a problem-based approach to improve employability skills

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Table. Learning Outcomes achieved in relation to Award

Award	Learning Outcomes achieved
Certificate of Higher Education in Global Management and International Business	A1, A2, A3, A4, A5, A7, A9, A11, A12 B1, B2, B3, B4, B7 C1, C2, C3, C4 D1, D2, D3, D4, D5, D6, D7, D9, D10, D11, D12



Diploma of Higher Education in Global Management and International Business	At least: A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12 B1, B2, B3, B4, B5, B6 C1, C2, C3, C4, C5 D1, D2, D3, D4, D5, D6, D7, D8, D9, D10, D11, D12
Degree in Global Management and International Business	A1-A12 B1-B7 C1-C6 D1-D12

1.3.1 Learning Outcomes and Curriculum Map

Level	Study module/ unit	Programme outcomes																																			
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12
4	MAN-GPE 101 Global Perspectives & Entrepreneurship															X																			X	X	X
	STAT 101 Quantitative Business Analysis				X											X	X				X	X						X	X	X	X	X					
	ECO-GB 101 Economics for Global Business	X	X													X	X				X	X								X							
	COMP 101 Principles of Business Law	X														X					X	X						X	X					X	X		
	COMP 102 Personal Development Planning															X													X						X	X	X
	MAN-GM 102 Global Management								X	X						X	X				X							X	X			X					
	ACC 101 Financial Accounting		X					X								X	X				X	X						X	X	X							
	MAN-MARK 103 Principles of Marketing	X		X												X	X				X	X	X					X	X	X	X	X					



Level	Study module/unit	Programme outcomes																																					
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12		
		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	7	8	9	10	11	12		
5	STAT 201 Quantitative Research Methods			X		X								X		X																							
	MAN-OB 201 Organisational Behaviour and Creativity	X						X							X																							X	
	MAN-ABB 202 Applied Buyer Behaviour in the Global Context					X		X				X				X		X										X	X	X						X			
	MAN-FIN 203 Principles of Financial Management	X	X											X	X		X		X		X	X	X	X	X	X					X	X							
	MAN-GBP 204 Global Business Planning						X	X	X						X	X					X	X	X	X	X				X		X	X					X		
	MAN-CRES 205 Corporate Responsibility & Ethics					X	X							X	X	X							X	X	X									X					
	COMP 201 International Tax Law	X	X							X	X		X									X		X				X		X							X		
	MAN-STRAT 206 Strategic Management	X						X		X	X	X	X	X								X	X	X	X	X	X				X						X		
	MAN-MGTD 207 The Management of Global Trade Distribution	X				X		X	X					X	X	X						X	X	X				X	X				X			X			
	ECO-HET 201 History of Economic Thought	X	X											X	X	X							X								X					X			
	COMP 202 Personal development planning II										X	X																			X				X	X			
	MAN-GCM 208 Contemporary global management	X		X				X		X	X	X					X	X				X	X	X	X	X	X										X		
	STAT 202 Quantitative Analysis for Finance			X		X								X	X																								



Level	Study module/unit	Programme outcomes																																					
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12		
6	MAN-KM 301 Knowledge of Management in a global perspective					X	X						X					X	X	X		X									X	X	X						
	MAN-SL 302 Sustainability Leadership	X			X				X			X				X	X	X			X	X	X		X	X	X	X	X	X	X	X	X					X	
	ECO-MI 301 Market & Institutions	X			X									X		X			X			X	X						X		XX						X		
	MAN-SMARK 303 Strategic Marketing Management	X					X	X					XX			X		X	X	X					X	X	X	X	X									XX	
	MAN-SA 304 Strategic Analysis					X	X			X			X			X						X	X					X	X									XX	
	MAN-GC 305 Managing the Global Challenge					X					XX	X				X	X		X	X	X	X	X		X	X		X	X									XX	
	COMP 301 Dissertation											XX	XX		XX		XX		XX	X	X		X	X		XX		XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	

4. Learning and Teaching Strategy/Assessment Strategy

1.4.1 Programme learning and teaching strategy

The BA (Hons) Global Management and International Business programme's learning and teaching strategy is developed in accordance with the overall NCIUL Learning, Teaching and Assessment Strategy 2017-23 which follows five key themes.

Key Themes	Core Principles	Examples (of assessment components in modules)
1. Student engagement in learning	Learning experience should be varied and up to date, to engage and motivate the students. Learning should be personalised, and facilitated by personal tutoring and support. Staff are encouraged to link theoretical knowledge to research findings, to implement learning.	Idea journal Case studies



2. Enhancing learning resources	The learning experience provided aims to be challenging, globally oriented, and intellectually stimulating in ways that develop critical thinking in a lifelong learning attitude.	Team challenge Focus groups
3. Assessment for learning	Assessment is designed to facilitate and support learning in practice, not simply mere knowledge. In that sense, a continuous assessment scheme is put in place to ensure theoretical and practical learning that is assessed in a reliable, fair and consistent way. Assessment should always include timely and effective feedback. Assessment is designed to be manageable for both students and staff, to ensure its quality.	Team poster/presentation Formative assessment Practice-based exercises
4. Work-based and problem-based approaches as well as placement opportunities as mean to enhance employability skills	Using a work-based and problem-based approach to learning, students' employability skills are enhanced in a natural way, to facilitate placement opportunities.	business plan report
5. Students as partners and change agents	Both students and staff are encouraged to develop personally and professionally through reflective processes	Participation Peer feedback

Table 1. Examples of learning hour structures

	Total of taught hours, divided into:	Lectures	Seminars / Workshops/Labs	Revision	Independent learning hours, divided into:	Formative Assessment	Summative Assessment	Independent study, Preparation for lectures, additional reading list and similar
10 Credit value 100 notional learning hours	40	24	12	4	60	10	25	25



20 Credit value 200 notional learning hours	60	30	22	8	140	25	50	65
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Table 2. Assessment methods and student hours

This is a non exhaustive list of assessment types that can be found as mean of assessment within the BA (Hons) Global Management and International Business Programme.

Assessment	Length	Learning hours
Level 4 assignment	1,500 words	20 hours
Level 5 assignment	2,000 words	30 hours
Level 6 assignment	2,500 words	40 hours
Oral assessment	20 min	20 hours
Exam	1-3 hours	20-40 hours
Presentation	8-45 min	20-40 hours
Team Project		20-40 hours

5. Programme Structure

The BA (Hons) Global Management and International Business programme is a 3 years full-time programme (4 years with Foundation course), or 6 years part-time (8 years with Foundation course). Intake dates are September and January, while teaching terms are two: fall term (October to December), and spring term (January to March). Summer term (April to June) can be used for final exams and revision. Full time students should be able to complete class-based modules of the programme after two teaching terms. Part-time students will be able to complete full year class-based modules of the programme after four teaching terms. This means that, while full time students complete, for example, eight (8) modules (4 in each semester) at level 4 to progress to the second year (level 5), part time students will complete four (4) modules in the first year (2 modules each semester), and the remaining 4 modules in the second year (again, 2 modules each semester), to be able to progress at level 5.



Programme Structure - LEVEL 3 (FOUNDATION YEAR)	Credits
Core modules	
Semester 1	
Principles of Management	20
Academic Writing	20
Computer skills	20
Semester 2	
Business Research Methods	20
Introduction to Economics	20
Individual Project	20
Total credits for Level 3:	120

FULL-TIME STUDENTS Programme Structure

Programme Structure - LEVEL 4 (YEAR 1)					
Compulsory modules	Credit points	Optional modules	Credit points		
Semester 1					
MAN-GPE 101 Global Perspectives & Entrepreneurship	10	N/A	0		
STAT 101 Quantitative Business Analysis	20				
ECO-GB 101 Economics for Global Business	20				
COMP 101 Principles of Business Law	10				
Semester 2					
COMP 102 Personal Development Planning I	10				
MAN-GM 102 Global Management	10				
ACC 101 Financial Accounting	20				
MAN-MARK 103 Principles of Marketing	20				
Total core module credits:	120				

Possible Exit Award: Certificate of Higher Education in Global Management and International Business: 120 credits



Programme Structure - LEVEL 5 (YEAR 2)			
Compulsory modules	Credit points	Optional modules	Credit points
Semester 1			
STAT 201 Quantitative Research Methods	15	MAN-MGTD 207 The Management of Global Trade Distribution	10
MAN-OB 201 Organisational Behaviour and Creativity	15	COMP 202 Personal development planning II	
MAN-ABB 202 Applied Buyer Behaviour in the Global Context	15	MAN-CGM 208 Contemporary global management	
MAN-FIN 203 Principles of Financial Management	15	STAT 202 Quantitative Analysis for Finance	
Semester 2		ECO-HET 201 History of Economic Thought	
MAN-GBP 204 Global Business Planning	10		
MAN-CRES 205 Corporate Responsibility & Ethics	10		
COMP 201 International Tax Law	10		
MAN-STRAT 206 Strategic Management	20		
One Optional Module			
Total core module credits	110	Total optional module credits students need to choose	10

Possible Exit Award: Diploma of Higher Education in Global Management and International Business: 240 credits



Programme Structure - LEVEL 6 (YEAR 3)					
Compulsory modules	Credit points	Optional modules	Credit points		
Semester 1					
MAN-KM 301 Knowledge Management in a global perspective	10	N/A	0		
MAN-SL 302 Sustainability Leadership	15				
ECO-MI 301 Market & Institutions	20				
MAN-SMARK 303 Strategic Marketing Management	20				
Semester 2					
MAN-SA 304 Strategic Analysis	15				
MAN-GC 305 Managing the Global Challenge	20				
COMP 301 Dissertation	20				
Total core module credits:	120				

BA (Hons) Global Management and International Business Degree: 360 credits

PART-TIME STUDENTS Programme Structure

Programme Structure - PART TIME Students	
Compulsory modules	Credit points
YEAR 1 Semester 1	
MAN-GPE 101 Global Perspectives & Entrepreneurship	10
STAT 101 Quantitative Business Analysis	20
YEAR 1 Semester 2	
COMP 102 Personal Development Planning I	10
MAN-MARK 103 Principles of Marketing	20
YEAR 2 Semester 1	
ECO-GB 101 Economics for Global Business	20
COMP 101 Principles of Business Law	10
YEAR 2 Semester 2	



Programme Structure - PART TIME Students	
Compulsory modules	Credit points
ACC 101 Financial Accounting	20
MAN-GM 102 Global Management	10
Total core module credits:	120
Possible Exit Award: Certificate of Higher Education in Global Management and International Business	120
YEAR 3 Semester 1	
STAT 201 Quantitative Research Methods	15
MAN-OB 201 Organisational Behaviour and Creativity	15
YEAR 3 Semester 2	
COMP 201 International Tax Law	10
MAN-CRES 205 Corporate Responsibility & Ethics	10
MAN-GBP 204 Global Business Planning	10
YEAR 4 Semester 1	
MAN-ABB 202 Applied Buyer Behaviour in the Global Context	15
MAN-FIN 203 Principles of Financial Management	15
YEAR 4 Semester 2	
MAN-STRAT 206 Strategic Management	20
One Optional Module (MAN-MGTD 207 The Management of Global Trade Distribution; COMP 202 Personal development planning II; MAN-CGM 208 Contemporary global management; STAT 202 Quantitative Analysis for Finance; ECO- HET 201 History of Economic Thought)	10
Total core module credits:	120
Possible Exit Award: Diploma of Higher Education in Global Management and International Business	240
YEAR 5 Semester 1	
MAN-KM 301 Knowledge Management in a global perspective	10
MAN-SMARK 303 Strategic Marketing Management	20
YEAR 5 Semester 2	



Programme Structure - PART TIME Students	
Compulsory modules	Credit points
MAN-SA 304 Strategic Analysis	15
MAN-GC 305 Managing the Global Challenge	20
YEAR 6 Semester 1	
MAN-SL 302 Sustainability Leadership	15
ECO-MI 301 Market & Institutions	20
YEAR 6 Semester 2	
COMP 301 Dissertation	20
Total core module credits:	120
BA (Hons) Global Management and International Business Degree	360

6. Distinctive features of the Programme

The programme offers a solid basis for all students in their professional development, giving them a clear understanding of the career path they will choose. Teaching and learning focuses on business management within a global approach and an Italian perspective, with a specific emphasis on developing core employability skills such as team work, coach-ability, problem solving and a deep understanding of the latest research and its practical implications.

The contemporary and global focus in the curriculum enhances their understanding of the world, and consequently gives them more work related opportunities. Internships and/or work experience are encouraged and supported through the Student Office, that provides information and help to students in finding the right placement, during or after the completion of the Degree. Speakers and influential professionals from other countries will also be invited to explain in practical details their job, and coach students with a specific interest in that area. It is important to stress that placement and internships opportunities are only facilitated and not mandatory, and may differ from one another in terms of length, year of access, commitment and skills required, according to specific employers' conditions and. Applications will be considered individually.

Another distinctive feature of the programme is its multicultural diversity, not only expressed in the academic offer, also in its delivery by international academic staff with solid experience in their subject areas. This key aspect will assure diversity and globalisation in learning and teaching styles and techniques, as well as up-to- date, practical influences in research areas.

7. Support for students

Support for students is provided through different mechanisms. These include free access to several educational facilities to enable studying and socialisation; provision of a student handbook where to find all sorts of helpful information. Course materials, library and computer centre, online interactive intranet, continual assistance from personal tutors throughout the entire course, access to our support service and availability of all staff during office hours are other advantages.



Lecturers are happy to provide feedback and suggest extra curricular activity to enhance students' performance, during office hours or by email, and provide emotional support in first instance. Each student has a personal tutor who follows the student's progress throughout the entire course. For more information, please visit <http://www.nciul.ac.uk/student-life/student-support/personal-tutors-scheme/>.

Students have 24/7 access to e-learning platform, <http://elearning.nciul.co.uk>, where they can log in in their MyNCU personal page to find video lessons, slides, textbooks, assessment test, tool (e.g. chats and forums) for interacting with tutors and other students.

For more information, visit <http://nciul.ac.uk/students-life/>.

8. Admission Criteria

The BA (Hons) Global Management and International Business is available to students interested in different modes of delivery:

Face-2-face Students will experience a traditional UK learning environment, within an international context and will attend face-2-face lectures and seminars in our London campus. They will have access to a variety of physical and online resources.

Distance Learners are typically students who wish to study more flexibly perhaps due to other personal and/or work commitments. These students are able to access online materials through an extensive VLE.

Full time students: both distance learners and face-2-face students can apply for full time programme. In general terms, while intake dates are September and January, teaching terms are two: fall term (October to December), and spring term (January to March). Summer term (April to June) can be used for final exams and revision. Full time students should be able to complete class-based modules of the programme after two teaching terms.

Part-time students: both distance learners and face-2-face students can apply for a part time mode of delivery. In that case, students will find all the information they need in relation to programme structure and module specification in their Welcome Package.

The minimum entry requirements for Level 3 students (Foundation Year) are:

- 5 GCSEs (including English) at grade 4 (old A-C grades) or equivalent and a pass in GCSE Maths or equivalent
- IELTS 5.5, or TOEFL 46/59 (internet-based test) or 453/497 (paper-based), Cambridge Advanced Certificate level B2, GCSE/IGCSE English grade C or above, or international equivalent.

These English language requirements are not necessary if for two of the last three years students have attended an institution where English is the language of instruction. In case language requirements are not met immediately (i.e. IELTS 5.5), NCIUL reserves the right to provide or request the student to participate to an intensive full time course before the beginning of the first term.

The minimum entry requirement for entry into level 4 OU validated degrees are:

- A minimum of three passes at GCE A level at grade C or above, and five passes at GCSE/IGCSE at grade 4 (old grade C) or above including English and Maths.

The following qualifications are also accepted: Five Scottish Highers; Five Irish Leaving Certificate; Italian Maturità; German Abitur; French Baccalaureate; Swedish Slutbetyg; US High School Diploma with 3 APs at grade 3 or 2 APs at grade 4; International Baccalaureate Full Diploma or Other equivalent international qualifications as outlined by the National Academic Recognition Centre (NARIC). For any queries, students are encouraged to contact the Information Office.



- Language requirements: evidence of English language ability (e.g., Toefl min 78 (internet-based) or 540 (paper-based); IELTS min 6.0). In case language requirements are not met immediately (i.e. IELTS 5.5), NCIUL reserves the right to provide or request the student to participate to an intensive full time course before the beginning of the first term.

Specific entry criteria can be found at <http://www.nciul.ac.uk/university-courses/undergraduate-degrees/ba-hons-international-business/>.

Start Times/Dates for Programmes

Intake dates for distance learning students and those in presence are September and January of each academic year. New students starting their first semester are expected to start their semester on the first day of Induction Week, to ensure they are all set aware of their new environment at NCIUL.

In case of unavoidable delay or emergency, students they must begin their semester no later than the Monday of the second week of study. However, if they cannot be present before the deadline, students will be advised to defer their entry to the following semester.

2018-2019

Autumn Term: 1 October - 21 December
 Spring Term: 21 January - 12 April
 Summer Term: 29 April - 22 June

2019-2020

Autumn Term: t.b.c.
 Spring Term: t.b.c.
 Summer Term : t.b.c.

Details of academic week numbers and other initiatives can be found at <http://www.nciul.ac.uk/student-life/student-activities-resources/academic-calendar/>.

9. Assessment

Pass Regulations

All undergraduate modules have a minimum pass mark for assessments in each assessment component, defined as overall continuous assessment score (OCAS). The pass mark is 40% for the BA (Hons) Global Management and International Business Programme.

More information can be found in the OU Regulations (<http://www.nciul.ac.uk/university-courses/specifications/regulations/>), including information with regard to resit, retakes, alternative assessment, and similar. Deferrals and withdrawals are explained within the Deferrals and Withdrawals policy.

Students' Complaints and Appeals

Students have the right to make a complaint or an appeal to NCIUL, in case they believe they have been mistakenly judged. Specific guidelines and procedures can be consulted on the Students' Complaints and Appeals policies, available at <http://www.nciul.ac.uk/policies/>.





2

Contact Details & General Info



1. Staff list and Contact Details

Academic staff, Graduate Teaching Assistants (GTAs) and tutors have individual webpages that are accessible through www.nciul.ac.uk. There, you can find contact details, a brief biography and research interest.

Programme leader for the BA Hons Global Management and International Business is Dr. Sara Fazzin.

<p>Mr. Alban Asllani, PhD candidate</p>	<p>Module Leader: Economics for Global Business Principles of Financial Management</p> <p>Research areas of interest are mainly economics and finance.</p>
<p>Dr. Daniele Binci, PhD</p>	<p>Module leader: Global Management</p> <p>Research areas of interest are innovation, change management in health care.</p>
<p>Dr. Alessandro Braga, PhD</p>	<p>Module Tutor: Strategic Analysis</p> <p>Research interests are Strategy, Global Management, and Leadership.</p>
<p>Dr. Shohail Choudhury, PhD</p>	<p>Module Leader: Global perspectives and entrepreneurship</p> <p>Research areas are entrepreneurship and management.</p>
<p>Dr. Mauro Ciccolini, PhD</p>	<p>Module Leader: International Tax Law</p> <p>Research areas of interest include Comparative Tax Law and Management theories.</p>
<p>Dr. Carlo Drago, PhD</p>	<p>Module leader: Quantitative Business Analysis Quantitative Research Methods Quantitative Analysis for Finance</p> <p>Research areas of interest are statistical methods for large data, social network analysis, time series analysis, symbolic data analysis, multivariate statistics and applications.</p>



<p>Mr. Tim Ehimare, PhD candidate</p>	<p>Tutor in management</p> <p>He offers support to students and module leaders in his areas of expertise; labs, one-to-one tutoring and monitoring of progress during the term.</p>
<p>Dr. Sara Fazzin, PhD, FHEA, PGChap</p>	<p>Module leader: Knowledge management in a global perspective</p> <p>Module Support: Organisational Behaviour and Creativity Strategic Management</p> <p>Research areas of interest include: Strategic Management; Organisational behaviour; Knowledge Management; creativity and creative industries; teaching and learning and Problem Based Learning</p>
<p>Ms. Carla Finale</p>	<p>Module Leader: Personal Development Planning I Personal Development Planning II</p>
<p>Ms. Eleftheria Florou, PhD candidate</p>	<p>Module leader: Principles of Marketing Strategic Marketing Management</p> <p>Research areas of interest are marketing, management and their practical applications.</p>
<p>Dr. Ioannis Gkliatis, PhD</p>	<p>Module Leader: Global Business Planning</p> <p>Research areas are Strategy, Competitive Advantage, Management.</p>



<p>Ms. Nooreen Jaffer Khan</p>	<p>Module leader: Applied Buyer Behaviour in the Global Context Organisational Behaviour and Creativity Managing the Global Challenge</p> <p>Research areas are organisational behaviour, Human resources manager, Consumer Behaviour and people management.</p>
<p>Dr. Dimitrios Koufopoulos, PhD</p>	<p>Module Leader: Global Business Planning Strategic Management</p> <p>Module Tutor: Dissertation</p> <p>Research interests are Strategy, Global Management, and Quantitative and Qualitative Research Methods.</p>
<p>Mr. Yajesh Kumar, FHEA</p>	<p>Module Leader: Principle of Business Law Financial Accounting</p> <p>Research areas are management, financial accounting and corporate governance.</p>
<p>Ms. Victoria Opara, PhD</p>	<p>Module Leader: Contemporary Global Management Sustainability Leadership</p> <p>Research areas are organisational behaviour, managing people, leadership and work psychology.</p>
<p>Dr. Alessandro Sancino, PhD</p>	<p>Module Leader: Strategic Analysis</p> <p>Research interests are Leadership, Strategy and Public organisations.</p>
<p>Mr. Gabriele Serafini</p>	<p>Module Leader: History of Economic Thought</p> <p>Research areas of interest are history of economic thought, classical economics theories, philosophical approach to economics.</p>



Research areas of interest are: Social Accounting and Reporting; Strategy, Business Models and Value Creation; Corporate Social Responsibility: Business Ethics, Conflict of Interests and Corruption, Sustainability; Gender Issues

Module Leaders

Have a responsibility for individual modules, which make up the programme. They evaluate assignments, give feedback to students, as well as monitor student progress and can modify the module's curriculum to fit needs. Each module has a module leader.

Business & Management Personal Tutors

Are the first point of contact for all your academic matters from assignment help to seeking support from other services. You will be required to have a one-to-one, 1 hour tutorial (either face-2-face or through Skype) with your tutor at least once every 4 months. However, they can be contacted by email or by the telephone and have appointed office hours where you can drop-in at any point during the working day. Please check their pages for more information.

2. Office Hours

All our academic staff are available during office hours.

Meetings can be arranged either in person or through virtual means (for example Skype). Tutors have appointed office hours where you can drop-in at any point during the working day.

Please check individual availability through your VLE Personal Page.

3. External Examiners

External examiners are another important part of the programmes at NCIUL. They are responsible for:

- moderating summatively assessed work at module and programme level;
- evaluating all forms of assessment which contribute to your degree result;
- evaluating, and helping ensure fairness and consistency in the assessment process;
- commenting on draft examination papers and assessment tasks as appropriate;
- reporting on the structure, content, academic standards and teaching of programmes;
- commenting, if invited to do so, on any alleged cases of assessment irregularities.

4. Administrative Staff

The FBM Student Office deals with all your administrative needs during the BA Programme. It is located at our administrative campus, top floor.

Our address: Northern & Shell Tower (Ground and First floor) - 4 Selsdon Way - London E14 9GL

Opening Hours: Monday to Friday, from 9:00 am to 4:00 pm.

Contact details:

email: studentoffice@nciul.ac.uk

phone: +44 (0) 2038461730





3

Module Specification



MAN-GPE 101 GLOBAL PERSPECTIVES & ENTREPRENEURSHIP

1. Factual information			
Module title	MAN-GPE 101 Global Perspectives & Entrepreneurship	Level	4
Module tutor	Dr. Shohail Choudhury	Credit value ECTS Credits	10 5
Module type	Core	Notional learning hours	100

2. Rationale for the module and its links with other modules

This is an introductory core module that facilitates interpersonal, intercultural and cross-disciplinary learning for the students enrolled at the level 4 of the Global Management Programme. The module also introduces students to the foundations of entrepreneurship and gives a clear perspective on this crucial aspect of business. In the current complex and challenging environment, an entrepreneur plays a constantly increasing role in the growth and development of companies and national economies.

Understanding of entrepreneurship and global perspectives will allow students to successfully study and complete more advanced courses in management and marketing.

The module represents an important part of any management related degree as it extends students' reflective skills and self-awareness. The module also contributes to the development of a lifelong learning attitude.

3. Aims of the module

The aim of the module is to develop students' multicultural, multidisciplinary and interpersonal learning skills. Students will be able to interact with the broader community socially and academically. They will have an opportunity to develop their ability to think globally and have an understanding of international cultures through working with team members from diverse cultures.

The module also provides the foundations of the entrepreneurship. Students will critically review characteristics of the entrepreneur and will get a clear perspective on social entrepreneurship and management of a family-run business as a living example of entrepreneurialism in action. The principles studied in this module can be applied to all geographies and all sizes of company including global organisations.

The course will be held in the form of lectures and seminars. The teaching strategy includes lectures and presentations by internal and external experts, discussions in multi-disciplinary groups and creative tasks with a strong emphasis on self- assessment and reflective learning.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

A12 critically analyse contemporary global concepts through a reflective approach



D. Key transferable skills

At the end of the module, learners will be expected to:

D9 operate in the global arena recognising and evaluating contemporary complexity and cross country culture

D10 use of a reflective approach to evaluate concepts and scenarios

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Learning and teaching strategy includes:

- Development of students' key skills within independent and supervised contexts.
- Use of different study situations. Students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.
- Development of students' lifelong learning attitude through continuous personal and professional development.
- Giving full consideration to ethical aspects of global business practice and development of students' ability to respond positively to new challenges which are prevalent in the global business environment.

6. Indicative content

The module will cover topics such as:

- The evolving conceptual perspectives of entrepreneurship
- The characteristics of individual entrepreneur and organisational enterprise
- The personal enterprise environment (Family and Ethnic entrepreneurship)
- Entrepreneurship in global Context and cultural diversity
- Corporate social responsibility and Social Enterprises
- The innovation and commercialisation of new ideas: new products/services, processes and new business/ marketing models.
- Getting started, creating, financing and managing the organisation
- Strategy and growth in entrepreneurial firms and building competitive advantage
- Reflections on entrepreneurial skills, knowledge and attitude.

7. Assessment strategy, assessment methods and their relative weightings

The assessment for this module is formative, in the form of active *participation* (in class and online activities), and summative in the form of a *learning journal* that will show the development in students' thinking, following the engagement with new ideas, viewpoints and external reference points. Ultimately, based on the lessons and learnings students will reflected on their own knowledge, skills and attitudes that are required to set up and manage an entrepreneurial organisation.

The journal will be submitted at the end of the course and will consist of maximum 2000 words.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes			
	A 12	D9	D 10	D 12
Learning journal	X	X	X	X



9. Teaching staff associated with the module

Dr. Shohail Choudhury. Office appointments after/before classes upon request.

10. Key reading list

Barringer, B.R and Ireland, R. D. (2016). *Entrepreneurship: Successfully Launching New Ventures – Global Edition*. London: Pearson.

Roper, S. (2013). *Entrepreneurship: A Global Perspective*. London: Routledge.

Lowe, R. and Marriot, S. (2017). *Enterprise: Entrepreneurship and Innovation*. London:

Routledge. Bruce, A. M. (2015). *Entrepreneurship and Innovation: An Economic Approach*.

London: Routledge.

11. Other indicative text

Case studies, journal articles, and online sources, outside the key reading list will be provided via MyNCU Module page in order to enable and enhance their critical thinking and engagement with the specific theme explored. Materials required for seminar and group activities will also be uploaded. Students are expected to read these materials prior to the relevant sessions, to prompt reflection during the seminars.

Books:

Banks, K. (2016) *Social Entrepreneurship and Innovation: International Case Studies and Practice*, London: Kogan Pages.

Baron, R. A. et al. (2008) *Entrepreneurship: a process perspective*. London: Thomson Learning.

Burns, P. (2005) *Corporate Entrepreneurship*. Palgrave Macmillan. Basingstoke, England.

Burns, P. (2010). *Entrepreneurship and Small Business: Start-up, Growth and Maturity*. 3rd edn. Basingstoke: Palgrave Macmillan.

Stokes, D., Wilson, N. and Mador, M. (2010). *Entrepreneurship*. Andover: Cengage. Bragg, A. and

Bragg, M. (2005). *Developing New Business Ideas*. London: Prentice Hall.

Hisrich, R. D. (2016). *International Entrepreneurship: starting, developing, and managing global venture*.

Thousand Oaks, California: Sage.

Jandt, F. (2012). *Introduction to Intercultural Communication: Identities in a Global Community*. London: Sage.

Mullins, J. (2012). *The New Business Road Test: What entrepreneurs and executives should do before writing a business plan*. 3rd edn. London: Prentice Hall.

Oviatt, B. M. et al. (2007). *International Entrepreneurship*. Cheltenham: Edward Elgar.

Stokes, D. and Wilson, N. (2015). *Small Business Management and Entrepreneurship*. 6th edn. Andover: Cengage.

Journals:

Academy of Entrepreneurship Journal

Academy of Management Perspectives

Academy of Management Review

Asian Journal of Business and Entrepreneurship

Business Journal for Entrepreneurs Quarterly

Enterprise and Innovation Management Studies

Entrepreneurial Executive



Entrepreneurship Development Review
Entrepreneurship, Innovation and Change
Entrepreneurship: Theory & Practice
Family Business Review
International Journal of Entrepreneurship
International Journal of Entrepreneurship and Innovation
Journal of Applied Management and Entrepreneurship
Journal of Business and Entrepreneurship
Journal of Business Venturing
Journal of Enterprising Culture
Journal of Entrepreneurial Finance & Business
Ventures Journal of Entrepreneurship
Journal of International Business and Entrepreneurship
Journal of Private Enterprise
Journal of Small Business & Entrepreneurship
Journal of Small Business Management

Magazines:

Black Enterprise
Entrepreneur
Magazine
European Venture Capital
Journal Inc. Magazine
Small Business
Banker Small
Business Forum
UK Venture Capital Journal
Venture Capital Journal



STAT 101 QUANTITATIVE BUSINESS ANALYSIS

1. Factual information			
Module title	STAT 101 Quantitative Business Analysis	Level	4
Module tutor	Dr. Carlo Drago	Credit value ECTS	20 10
Module type	Core	Notional learning hours	200

2. Rationale for the module and its links with other modules

Quantitative business analysis relies on the study of the basic statistics in order to solve business issues with data. The module is connected with a more advanced treatment of the topics in Research Methods and other quantitative elective courses (introduction to quantitative methods in Finance).

3. Aims of the module

The aim of the module is to introduce the students to the quantitative methods in business. In particular the course is designed to equip students with essential statistical tools. Main topics of the course are: descriptive statistics, probability, inference and linear regression.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A4 Demonstrate knowledge of statistical concepts, principles and techniques that affect the global business environment

Learning and teaching strategy.

Students are continuously encouraged to learn actively the topic, by participating in lectures (where they study theoretical concepts), working in class or through online discussion forums (in order to facilitate a practice-based approach for each topic) and finally in the labs (whether in class or online), that are useful to practice on the spot how to analyse data using a computer.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources



Learning and teaching strategy.

Students will learn and develop critical thinking through practical application of the presented methodologies using real data and problems. To facilitate the achievement of the intended learning outcomes, the role of the instructor is to present concrete examples where data analysis can be used to influence decision making process.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

Learning and teaching strategy.

During the module, students are trained to use several statistical tools in order to solve concrete business problems. At the same time, the study of complex real situations can lead to the development of a more performance-oriented approach.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently

D3 employ research skills using different IT tools, online resources and database

D4 demonstrate to be collaborative in team projects

D5 clearly communicate orally and in writing, for academic and professional audiences

D7 produce, manipulate, interpret and present data to evaluate business matters

Learning and teaching strategy.

Students will be encouraged to complete a project based on real data. In this context, students will learn to work independently and in team with their peers, while applying statistical methodologies learned in class, to solve managerial problems. At this level of study, the main objective is the practical application of the statistical concepts learned.

6. Indicative content.

At the end of the course the student will be able to work with:

- Descriptive statistics
- Exploratory data analysis
- Probability
- Probability models
- Distributions of Sampling Statistics
- Parameter estimation
- Hypothesis testing
- Regression

7. Assessment strategy, assessment methods and their relative weightings

Two assignments, an essay and a final written exam.

The assignments are based on the module contents and can be exercises, problems, and open questions in which students need to show an understanding of the topics.



The essay is a real professional report\working paper, based on real data. Students need to be prepared on materials and practice the computational content of the module. The report needs to be structured in a specific way, that can be summarised in the following way:

- introduction
- data used
- methodology results
- discussion
- conclusion.

During each lecture, the module leader will assign some exercises in order to support students in achieving the module's aims.

The weightings for the different assessed components are:

Assignment 1	15%
Assignment 2	15%
Essay	20%
Final Exam	50%

8. Mapping of assessment tasks to learning outcomes										
Assessment tasks	Learning outcomes									
	A4	B1	B3	C1	C2	D2	D3	D4	D5	D7
Assignments	X	X	X	X	X					
Essay	X	X	X	X	X	X	X	X	X	X
Final Exam	X	X	X	X	X	X	X		X	X

9. Teaching staff associated with the module

Dr. Carlo Drago (ML) carlo.drago@unicusano.it Office appointments upon request.

10. Key reading list

Newbold, P., Carlson, W. & Thorne, B. (2012). *Statistics for Economics and Business*. Prentice Hall.
 Upton, G. & Cook, I. (2000). *Introducing Statistics*. Oxford University Press.
 Freund, J.E. & Perles, B.M. (2001). *Modern elementary statistics*. Prentice Hall.
 Tufte, E.R. (2001). *The visual display of quantitative information*. Graphic Press.

11. Other indicative text

OpenIntro Statistics <https://www.openintro.org/stat/>



ECO-GB 101 ECONOMICS FOR GLOBAL BUSINESS

1. Factual information			
Module title	ECO-GB 101 Economics for global business	Level	4
Module tutor	Mr. Alban Asllani	Credit value ECTS	20 10
Module type	CORE Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules

The objective of this course is to provide future decision-makers with a systematic understanding of critical aspects of the international business environment, especially the basic workings of the micro and macro-economy and the roles of international trade and finance.

The relevance of economics touches all aspects of the manager's life spanning from the theory of the firm to marketing.

3. Aims of the module

Course objectives can be summarised as follows:

- have a good understanding of the basic concepts used in economic analysis;
- be able to apply these concepts to analyse a wide range of situations and problems, selecting appropriate ideas and linking them in chains of argument;
- encourage critical thinking. Students are expected to dissect many leading contemporary debates such as free trade, offshoring or lower wages for workers

4. Pre-requisite modules or specified entry requirements

Students are expected to have basic knowledge of history, mathematics and philosophy. Where not, students will be encouraged to contact the lecturer to be provided with basic text on these issues.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A1 evaluate the role of economics theories in management

A2 identify and analyse complex systems, processes and environment in which the business operates

Learning and teaching strategy includes:

- Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding in a multidisciplinary context.
- In order to provide students with the best possible learning experience, innovative online and offline teaching methods will be offered. Examples of these methods are traditional lectures, seminars, web-based guided study, tutorial, projects, creative reflective portfolios, guided independent and group work, and case study analysis.
- A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.



- Provision of educational environment that supports and motivates learning, teaching and research activities of students and staff, through the promotion of training activities and professional development.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economic issues

B4 identify contemporary global issues and evaluate managerial, organisational and economical concepts to analyse the market

Learning and teaching strategy includes:

- Development of students' cognitive skills by encouraging them to reflect about themselves and their environment, while analysing and synthesising knowledge acquired in different topics. Creativity as well as analytical and critical thoughts are encouraged in evaluating and applying business theories and principles in complex simulated or real scenarios.
- Provision of the main vehicles for further development of the cognitive skills through seminars, tutorials and case studies
- Encouraging students to interact with lecturers and peers using relevant examples and current research in the main subject areas, to build valuable knowledge as well as enhancing their individual attitudes and strengths.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

Learning and teaching strategy includes:

- Development of students' practical skills through a problem-based approach, that takes into account employ- ability skills and creative decision making, with the support of different teaching and learning techniques (seminars, team projects, tutorials, dissertation findings)
- Use of a wide variety of subject-specific and industry materials to develop students' decision-making abilities, self-organisation and time management.
- Development of students' key skills with a particular emphasis on communication and working with others through seminar and tutorial sessions. Students are required to prepare and present different types of information (qualitative and quantitative) orally and in writing using a variety of media and IT methods.
- Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.
- Development of students' lifelong learning attitude through continuous personal and professional development.
- Development of leadership abilities and commercial awareness to prepare students for a career in the global context.

D. Key transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D2 demonstrate the ability to work independently



D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

Learning and teaching strategy includes:

- Use of information technology for collecting, analysing and presenting information
- Development of students' key skills within independent and supervised contexts. Students will learn how to apply creative approach to generate solutions to various business problems.
- Use of different study situations as students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.
- Provision of opportunities for students to demonstrate their key strengths and values and further develop them through personal development planning sessions.
- Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.
- Development of students' lifelong learning attitude through continuous personal and professional development.
- Deepening of students' analytical, entrepreneurial, collaborative and independent research skills requiring the performance under pressure in timed assessment conditions or to the given deadlines.
- Giving full consideration to ethical aspects of global business practice and development of students' ability to respond positively to new challenges which are prevalent in the global business environment.

6. Indicative content

The course is divided into three main sections:

- The first concentrates on how markets work and on what determines the prices and quantities of goods traded in the market. To examine this question, we study the behaviour of consumers and producers both separately and in relation to each other.
- The second module looks at issues in the modern macro-economy. Students are introduced to how economists measure the economy and key macroeconomic terms (for example, how we define and measure economic growth, inflation, and unemployment). The course examines how the economy grows, the role of productivity and the business cycle..
- The third section looks at the economics of international trade in goods and services.

7. Assessment strategy, assessment methods and their relative weightings

Case Presentation (30%): Each student will be a member of a three to five-person team assigned to present and lead the discussion on one case, with the grade based on the effectiveness of this presentation.

However, if the minimum number of students (three) is not reached, the assignment will consist of mini case studies to analyse and an individual presentation.

Students are advised to refer to the assessment brief for more information regarding the case study and the presentation. Students are not required to prepare a separate case study or essay material. A 20 minutes presentation is required based on the case study, as outlined in the assessment brief.

Sit in exam (70%): two hours long. Questions relate to module content and are structured in the following way:

- Part A: 10 Multiple choice questions. Students must answer all these questions
- Part B: 3 Short answer questions. Students must answer only two questions from this question.
- Part C: Long answer questions and applied questions. Students must answer 2 questions from this section only.

Distance learners will sit the same exam, with their face-2-face peers.



8. Mapping of assessment tasks to learning outcomes									
Assessment tasks	Learning outcomes								
	A1	A2	B1	B4	C1	C4	D1	D2	D6
Case Presentation	X	X	X	X			X		X
Final Exam					X	X		X	

9. Teaching staff associated with the module

Alban Asllani, PhD candidate. Office appointments upon request.

10. Key reading list

As an undergraduate student you are expected to undertake a great deal of the work yourself. Your tutors will provide the learning map, but you are expected to follow it.

You will have a single 3-hour lecture and seminar each week, it is essential that you attend all 3 contact hours every week as per timetable.

The core textbook for this unit is:

Mankiw N.G. and M.P. Taylor (2011), "Economics", South Western – Cengage Learning, 2nd edition.

11. Other indicative text

You may also find it in online bookstores. The following books are also strongly recommended:

Griffiths A. And S. Wall (2011), "Economics for Business and Management" Prentice Hall 3rd edition,

Begg D. (2010), "Foundations of Economics", McGraw-Hill Higher Education, 4th edition.

Howells P. and K. Bain (2009), "The Economics of Money, Banking & Finance", Pearson Higher Education, 4th edition

Rubinfeld D. And D. Pindyck (2011), "Microeconomics - International Edition", Pearson Higher Education, 7th edition

Sawyer W.C. and R.L. Sprinkle (2009), "International Economics - International Edition", Pearson Higher Education, 3rd edition

Occasional items (magazine articles, journal papers and websites) will be identified, as and when they are relevant. Keep your eyes open! Read newspapers and magazines (especially the Financial Times and the Economist), watch the Business news on TV and link the stories to your learning.

VLE (Virtual Learning Environment). This is the Institution's web-based teaching tool. We will put all your learning materials onto VLE in the week before the particular class. Be sure to read this and undertake the tasks required. This will prepare you for your study. All VLE course material is available at <http://elearning.nciul.co.uk>.



1. Factual information			
Module title	COMP 101 Principles of Business Law	Level	4
Module tutor	Mr. Yajesh Kumar	Credit value ECTS	10 5
Module type	Core Taught	Notional learning hours	100

2. Rationale for the module and its links with other modules

Organisations have variegated aspects that make them work and succeed. One of them is definitely its legal component, that nowadays has to fulfil specific requirements that take into account the business' global focus. Students will benefit from understanding the basic principles of contract and business law that managers have to work with every time there is a strategy to plan or a decision to make.

This module, with its global perspective, serves as theoretical background to fully understand how a business works. It also complements other modules such as financial management, strategic marketing and Human Resources management, in shaping the boundaries for business development and organisational culture.

3. Aims of the module

The module aims to give students a clear understanding of legal aspects and processes related to the business. Learning about legal consequences in managing an organisation, is essential for a global manager. In order to achieve these goals, topics such as agency and torts, consumer rights and legal transactions in an international context, will be covered. Starting from the main differences between common law and civil law, students will learn about principles of UK, European and international contract law, in respect of the global dimension of the programme. In order to provide a comprehensive background for future studies (i.e., corporate responsibility & ethics), students will be introduced to different types of business organisation, directors' duties and liabilities. The module will also cover aspects of copyright law and consumer rights.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A2 identify and analyse complex systems, processes and environment in which the business operates

A12 critically analyse contemporary global concepts through a reflective approach

Learning and teaching strategy.

Learning outcomes A2 and A12 will be achieved through lectures, seminars, flipped classroom sessions and the oral presentation assignment.

Both independent and guided study will enhance students' knowledge and understanding of the topic and its link to other aspects of organisational management, in a global perspective.



B. Cognitive skills

At the end of the module learners will be expected to:

B7 integrate a reflective attitude towards the analysis of cross-cultural and global concepts, and relative solutions

Learning and teaching strategy.

Learning outcome B7 will be achieved through seminars, class participation, feedback from lecturers and peers, as well as during independent research for the oral assignment.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

Learning and teaching strategy.

Understanding the link between different components of the business, will enhance students' ability to critically analyse and evaluate the business environment. Learning about business law and its framework in a global perspective will give students the chance to better plan effective strategies. Flipped classroom, case study analysis, the oral assignment and role plays that simulate real life scenarios will help achieving the target.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently

D3 employ research skills using different IT tools, online resources and database

D5 clearly communicate orally and in writing, for academic and professional audiences

D9 operate in the global arena recognising and evaluating contemporary complexity and cross country culture

D10 use of a reflective approach to evaluate concepts and scenarios

Learning and teaching strategy.

Through active participation, independent research, oral presentation and a reflective approach towards the understanding of the different components that make an organisation work, students will achieve key transferable skills that will enhance their self-awareness of the global picture and their employability rate as well.

6. Indicative content

- Week 1: Introduction to The Legal System.
- Weeks 2: Understanding the different courts and law reporting.
- Weeks 3-4: Formation of contracts and contractual terms.
- Weeks 5: Consumer rights and Sales of Goods Act.
- Weeks 6-7: Introduction to agency and law of torts.
- Week 8: The nature, formation and management of a partnership and company.
- Week 9: Duties of employer and employees.
- Week 10: Intellectual and copyrights.

7. Assessment strategy, assessment methods and their relative weightings

Assessment is the same for Face-2-face students and distance learners.



One final written exam (60%), 2 hour long, at the end of the module. Students will have to answer four open questions about the topics covered during the semester. No textbook or other materials, such as notes, will be allowed.

One oral presentation (40%): 15 to 20 minutes long, about a chosen topic as agreed with the module instructor at the beginning of the term. Students can present their original findings in different ways, from a poster to a PowerPoint presentation, to share with the rest of the class. Specific dates for the assignment will be arranged between students and instructors. Distance learners will be assessed via Skype, and they will be allowed to send by post or upload supporting materials through MyNCU.

8. Mapping of assessment tasks to learning outcomes									
Assessment tasks	Learning outcomes								
	A2	A1 2	B7	C4	D2	D3	D5	D9	D1 0
Oral presentation		X	X	X	X	X	X	X	X
Final exam	X						X	X	

9. Teaching staff associated with the module

Mr. Yajesh Kumar. Office appointments upon request.

10. Key reading list

MacIntyre, E. (2016). Business Law. Pearson Publishing.

11. Other indicative text

Adams, A. (2016). Law for business students. Pearson Publishing: London.



COMP 102 PERSONAL DEVELOPMENT PLANNING I

1. Factual information			
Module title	COMP 102 Personal Development Planning I	Level	4
Module tutor	Ms Carla Finale	Credit value ECTS	10 5
Module type	CORE project	Notional learning hours	100

2. Rationale for the module and its links with other modules

Learning more about themselves and the best strategy to develop their work attitude, students will benefit from independent reflection on employability skills, such as team work, coach-ability and dealing with others in difficult situations.

The module is structured to offer students the chance to reflect on themselves and their environment through key seminars on specific topics, as presented by different instructors. Through practical exercises and feedback received during the seminars, they will be encouraged to reflect on the topic presented and write their opinion in a journal. The idea that in this course there are no right or wrong answers, will help them building confidence and enhancing their creativity in the workplace.

3. Aims of the module

This module aims to enhance students' employability skills through a reflective approach. Through the opportunity to explore independently different aspects of themselves and the world, learners will be encouraged to use self-management skills and evaluate the best techniques and styles in teaching and learning.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

A11 demonstrate a solid foundation for further study or professional development

D. Key transferable skills

At the end of the module, learners will be expected to:

D5 clearly communicate orally and in writing, for academic and professional audiences

D10 use of a reflective approach to evaluate concepts and scenarios

D11 use a problem-based approach to improve employability skills

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Learning and teaching strategy.

Students will achieve learning outcomes A11, D5, D10, D11 and D12 through participation in seminars and reflection in the form of a writing journal. Self-awareness of themselves, their different behaviour in the work- place, as well as the importance of a positive attitude towards others, are key employability skills. Through practical exercises, brainstorming and other creative processes, students will have the chance to reflect on how to improve themselves and their peers in team assignment and other difficult to manage situations.



6. Indicative content

Students will be asked to actively participate to the following seminars:

- Seminar 1:
 - A. PDP: definition
 - B. Why is important? (Benefits)
 - C. Introspection and mindfulness (self-awareness and reflection)
 - D. Emotional intelligence
- Seminar 2:
 - A. Myers-Briggs Personality test
 - B. Definition of success (mini-activity)
 - C. Employability: skills for success
- Seminar 3.:
 - A. Stress: how to deal with it
 - B. Fight-or-flight theory
 - C. Resilience in difficult situations/stress management (strategies)
 - D. ABC model against distress
- Seminar 4:
 - A. Teamwork: skills
 - B. Benefits of teamwork in different contexts
 - C. Coach-ability

7. Assessment strategy, assessment methods and their relative weightings

Students' active participation, in form of engagement on the chat forum, self-evaluation questions and live seminars, when applicable, is an important component of formative assessment.

Summative assessment for this module consists of a Journal, that can be submitted electronically, through upload on the MyNCU module page, or in exceptional cases, by post. The Journal will consist of students' reflective thoughts on given topics, and through participation in class, valuable feedback will be given to improve employability skills.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes				
	A1 1	D5	D1 0	D1 1	D1 2
Journal	X	X	X	X	X

9. Teaching staff associated with the module

Ms. Carla Finale carla.finale@nciul.ac.uk. Office appointments upon request.

10. Key reading list

Smith, J. (2011). *Personal Development Planning - What You Need to Know: Definitions, Best Practices, Benefits and Practical Solutions*. Tebbo.

11. Other indicative text

Cottrell, S. (2010). *Skills for Success: Personal Development and Employability*. Palgrave Macmillan; 2nd edition.

Gallagher, K. (2010). *Skills Development for Business and Management Students*. Open University Press. Oxford.



MAN-GM 102 GLOBAL MANAGEMENT

1. Factual information			
Module title	MAN-GM 102 Global Management	Level	4
Module tutor	Dr. Daniele Binci	Credit value ECTS	10 5
Module type	CORE taught	Notional learning hours	100

2. Rationale for the module and its links with other modules

Organisations in the modern era face challenges and issues that are profoundly related to local and global scenarios. It is imperative for managers to recognise and understand the peculiarities that arise from managing a business internationally.

The module offers a clear understanding of the contemporary thoughts in global management, and relative issues. It also provides an insight on the traditional organisational structure, and the role of managers and their human component, that is often forgotten while designing and planning strategies. These topics, along with change and innovation for the global market, will provide a solid theoretical basis for future modules, such as strategic management, design thinking and so on.

3. Aims of the module

Students will learn to recognise and evaluate techniques and practices that a business is required to use in the global market. Facing contemporary topics as discussed in academic and practical context, students will critically analyse and evaluate the role of manager as person and planner. Important topics such as change and innovation in a global perspective, will be presented, in order to prepare the students with a clear background on what management in global scenarios actually means.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A9 list, explain and evaluate contemporary business issues in relation to globalisation and uncertainty, through a work-based approach

A11 demonstrate a solid foundation for further study or professional development

Learning and teaching strategy.

Learning outcomes A9 and A11 will be achieved through lectures, flipped classroom exercises, workshops led by peers and coursework assignments.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B4 identify contemporary global issues and evaluate managerial, organisational and economical concepts to analyse the market



Learning and teaching strategy.

Through active participation and independent research, as well as reflection on a variety of topics, students will achieve learning outcomes B1 and B4. Learning and teaching strategies will include flipped classroom exercises and presentation to lecturers and peers of students' team assignment.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

Learning and teaching strategy.

The coursework assignments provide the chance to achieve learning outcome C1, using case studies, news and feedback as means for analysing a complex business environment.

D. Key transferable skills

At the end of the module, learners will be expected to:

D4 demonstrate to be collaborative in team projects

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D9 operate in the global arena recognising and evaluating contemporary complexity and cross country culture

Learning and teaching strategy.

Coursework assignments, as well as participation in classroom, use of blended teaching, effective feedback and peer evaluation are among the methods used in this module to achieve important employability skills.

6. Indicative content

The module will typically cover the following topics:

- Classical management theories and introduction to contemporary fields of research;
- The Human component of the Manager and its impact on organisational culture, value, mission and global strategy;
- Organisational structure that takes into account its multicultural environment;
- Managing people in the global organisational context, and relative issues;
- Introduction to change and innovation of the business.

7. Assessment strategy, assessment methods and their weightings

Coursework assignment (50%), that consists in one at least 1,500 word essay that analyses a contemporary global management topic chosen from a list assigned by the Lecturer at the beginning of the Module. Each student will present an original point of view.

Coursework individual case study analysis (50%): each student is required to analyse business practices and issues inherent to a given case study, and evaluate possible solutions and/or new procedures, to share with the class through a presentation at the end of the term.



8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes							
	A9	A1 1	B1	B4	C1	D4	D6	D9
Coursework Assignment	X		X	X		X	X	
Case Study analysis		X	X		X		X	X

9. Teaching staff associated with the module

Dr. Daniele Binci (ML) daniele.binci@unicusano.it ; Office appointments after/before classes upon request.

10. Key reading list

Jones, G. and George, J. (2014). *Contemporary Management*, Global Edition. McGraw Hill.

11. Other indicative text

Smith, M. (2011). *Fundamentals of Management*. Pearson Publishing.

Case studies and online resources indicate by the Lecturer during the term.

Other journal articles suggested by the instructor during the module.



ACC 101 FINANCIAL ACCOUNTING

1. Factual information			
Module title	ACC 101 Financial Accounting	Level	4
Module tutor	Dr. Silvia Testarmata Mr. Yajesh Kumar	Credit value ECTS	20 10
Module type	Core Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules

The module is linked to the programme in the way it teaches students practical knowledge in order for them to be able to prepare income statements and balance sheets for sole traders and limited companies. Considering that accounting is the common language adopted by business to understand and communicate overall business performance and financial status to stakeholders and other financial institutions, the module aims to provide students with knowledge of financial accounting principles and processes.

3. Aims of the module

The course aims to provide all basic skills necessary to an understanding of accounting concepts and regulation. Students will learn how, from financial statements, the business financial performance measures are put in place to make informed choices and decisions in global investment opportunities. Therefore, the module will enhance students' understanding and ability to plan strategies and diversify the business investment portfolio, as well as design new routes for change and innovation.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the programme, learners will be expected to:

A3 state financial concepts and principles to evaluate business structure and procedures

A7 evaluate and compare different business scenarios in global environment as informed by business management, financial management and marketing management

Learning and teaching strategy.

Learning outcomes A3 and A7 are achieved through traditional lessons, practical seminars, online quizzes and team presentation.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources



Learning and teaching strategy.

Learning outcomes B1 and B3 are achieved through traditional lessons, practical seminars, online quizzes and team presentation where students are brought to develop original solutions. The practical application of theoretical knowledge, as well as the team presentation, where students are requested to analyse and evaluate in comparison a target market and business performances, will also enhance cognitive skills.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

Learning and teaching strategy.

Learning outcomes C1 and C4 will be achieved through practical applications of key knowledge concepts, and developed through seminars, group discussions and online activities.

D. Key transferable skills

At the end of the module, learners will be expected to:

D3 employ research skills using different IT tools, online resources and database

D4 demonstrate to be collaborative in team projects

D5 clearly communicate orally and in writing, for academic and professional audiences

Learning and teaching strategy.

The double nature of the assessment (formative and summative) contributes to the achievement of several different skills.

6. Indicative content

The module will cover several topics, such as:

- Final Accounts for Sole Traders
- The balance sheet and the accounting equation
- Income statement and balance sheet in relation to the trial balance
- Accrual Accounting for Income Measurement
- Adjustments (in case of accruals & prepayments, provision for bad & doubtful debts, or depreciation policies)
- International Accounting Standards and their application
- Statement of Cash Flow and its relevance
- Corporate social responsibility and sustainability accounting
- Limited Companies & Financial Statement Analysis
- Ratio analysis to interpretative performance and financial position of a limited company

7. Assessment strategy, assessment methods and their relative weightings**FORMATIVE ASSESSMENT**

Online Quizzes: four quizzes will be required to be completed online to test students' preparation and progress. Each quiz will cover topics explained in lectures, and can be used as a recap for the students. Feedback is provided by the lecturer at the end of each quiz.



SUMMATIVE ASSESSMENT

Case Presentation (50%): students will be assigned to a team, in order to present financial evidences from a public company chosen from the London Stock Exchange. The presentation can be oral or written, delivered with IT tools, to peers and lecturers, and it should evaluate the financial strengths and weaknesses of the chosen company, as well as an historic display of its performance, in relation to other companies (at least three) in the same market, from UK and abroad.

Please note that the mark given to the group corresponds to the mark given to the individual. In case the minimum number of students (three) required to form a team is not reached, case presentation will be assessed individually.

Final sit-in exam (50%): students will be required to pass a final exam where topics covered in class will be tested. The pass mark will be 40. For more information on assessment and marking, please consult the lecturer and the Student Handbook.

8. Mapping of assessment tasks to learning outcomes									
Assessment tasks	Learning outcomes								
	A3	A7	B1	B3	C1	C4	D3	D4	D5
Case presentation		X	X	X	X	X	X	X	X
Final Exam	X	X			X				X

9. Teaching staff associated with the module

Mr. Yajesh Kumar. Office appointments upon request.

10. Key reading list

Peter Atrill, Eddie McLaney and David Harvey (2014), *Accounting: An Introduction*, 6th Edition. Pearson Education.

Donald E. Kieso, Jerry J. Weygandt and Terry D. Warfield (2015). *Intermediate Accounting: IFRS Edition*, 2nd Edition. Wiley.

11. Other indicative text

Barry Elliott (2017). *Financial Accounting and Reporting*, 18th Edition, Pearson Education.

Walter T. Harrison, Jr., Charles T. Horngren, C. William Thomas and Wendy M. Tietz (2016). *Financial Accounting*, 11th Edition. Pearson Education.

Marshall B. Romney and Paul J. Steinbart (2017). *Accounting Information Systems*, Global Edition, 14th Edition. Pearson Education.

Michel Glautier, Brian Underdown and Deigan Morris (2010). *Accounting: Theory and Practice*, 8th Edition. Pearson Education.

http://reutersuk.ar.wilink.com/asp/P321_search_ENG.asp

<http://www.precisionalert.com/>



MAN-MARK 103 PRINCIPLES OF MARKETING

1. Factual information			
Module title	MAN-MARK 103 PRINCIPLES OF MARKETING	Level	4
Module tutor	Ms. Eleftheria Florou	Credit value ECTS	20 10
Module type	CORE taught	Notional learning hours	200

2. Rationale for the module and its links with other modules

Thinking of management in a global perspective, marketing is one of those subjects that influence strategic planning and profoundly shape innovation processes in order for the organisation to gain effectiveness. World- wide, several examples of the importance of marketing can actually be quoted: from Harry Potter and the X Factor, Apple and McDonald's. From this perspective, it is easier to understand the crucial role of marketing in students' knowledge.

The module aims to develop students' knowledge of the principal concepts and techniques, as well as an understanding of marketing tools, consumer behaviour and marketing planning process.

Its link with further studies as strategic management or applied buyer behaviour, are clear, and the module aims to prepare students to critically evaluate marketing principles and tools in a global perspective.

3. Aims of the module

Students will learn to recognise, evaluate and apply marketing principles and techniques in an international context. With an understanding of the basics in consumer behaviour, students will also prepare themselves for further understanding of the complexity behind organisational environment.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A2 identify and analyse complex systems, processes and environment in which the business operates

A5 recognise and clearly describe the human component in strategic analysis, decision making and managerial practices

Learning and teaching strategy.

Learning outcomes as identified will be achieved through lectures, flipped classroom exercises, workshops lead by peers and coursework assignments. The analysis of several case studies, through video clips and self-awareness of oneself as customer, shared during group discussions, will also be part of the teaching strategies.

B. Cognitive skills

At the end of the module learners will be expected to:



B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B2 evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment

Learning and teaching strategy.

Through active participation and independent research, as well as reflection on a variety of topics, students will achieve learning outcomes B1 and B2. Learning and teaching strategies will include flipped classroom exercises and presentation to lecturers and peers of students' team and individual assignment. Reflection on themselves as customer to analyse past marketing strategies is also required as part of the learning and teaching process.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C3 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

Learning and teaching strategy.

The coursework assignments, lectures, seminars and group discussion provide the opportunity to achieve learning outcome C1, C2 and C3, using case studies, news and feedback as means for analysing a marketing strategy.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently

D3 employ research skills using different IT tools, online resources and database

D4 demonstrate to be collaborative in team projects

D5 clearly communicate orally and in writing, for academic and professional audiences

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

Learning and teaching strategy.

Coursework assignments, as well as participation in classroom, use of blended teaching, effective feedback and peer evaluation are among the methods used in this module to achieve important employability skills.

6. Indicative content

The module will typically cover the following topics:

- introduction to marketing and its definition;
- three-step process to define the marketing strategy (analysing, managing and understanding)
- Customer Value-Driven Marketing Strategy;
- Integrated Marketing Communications;
- the global dimension of marketing.



7. Assessment strategy, assessment methods and their relative weightings

53

Coursework team assignment (50%), that consists in a 1,500 word essay that analyses a contemporary global marketing campaign. Students will analyse the business target market, evaluate rival organisations' strategies, present the marketing rationale behind the plan, and suggest an original marketing proposition for the future of the business.

Please note that the mark given to the group corresponds to the mark given to the individual. In case the minimum number of students (three) required to form a team is not reached, the coursework assignment will be an individual essay.

Coursework individual case study analysis (50%): each student is required to analyse business marketing practices and issues inherent to a given case study, and critically evaluate theoretical approaches and principles, to share with the class through a presentation at the end of the term.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes											
	A2	A5	B1	B2	C1	C2	C3	D2	D3	D4	D5	D6
Team/Individual assignment	X	X	X		X	X	X		X	X	X	X
Case study analysis	X	X	X	X			X	X			X	X

9. Teaching staff associated with the module

Ms. Eleftheria Florou. Office appointments after/before classes upon request.

10. Key reading list

Svend Hollensen (2017). *Global Marketing*. Pearson Publishing.

Chris Fill (2011). *Essentials of Marketing Communications*. FT Prentice Hall.

David Jobber and Fiona Ellis-Chadwick (2016). *Principles and Practice of Marketing*. McGraw Hill.

11. Other indicative text

Gary Armstrong, Philip Kotler & Marc Oliver Opresnik (2016). *Marketing: An Introduction*. Pearson Publishing.

Michael R. Solomon (2017). *Consumer Behavior: Buying, Having, and Being*. Global edition. Pearson Publishing.

Susan Gunelius (2008). *Harry Potter: The Story of a Global Business Phenomenon*. Palgrave MacMillan.

Case studies and online resources indicate by the Lecturer during the term.

Other journal articles suggested by the instructor during the module.

1. Edelman, David C. and Marc Singer (2015) "Competing on customer journeys" *Harvard Business Review*, pp.88–94. Available at: <https://hbr.org/2015/11/competing-on-customer-journeys>

2. Kitchen, P, Kerr, G, Schultz, D, McColl, R, & Pals, H (2014), "The elaboration likelihood model: review, critique and research agenda", *European Journal of Marketing*, 48(11/12): 2033-2050.



3. Rayport Jeffrey F. (2015), "Is Programmatic Advertising the Future of Marketing?", *Harvard Business Review*, Available at: <https://hbr.org/2015/06/is-programmatic-advertising-the-future-of-marketing>
4. Ots, M, & Nyilasy, G (2015), "Integrated Marketing Communications (IMC): Why Does It Fail?", *Journal Of Advertising Research*, 55(2): 132-145.
5. Hartley, B. & Pickton, D. (1999), "Integrated Marketing Communications Requires a new way thinking", *Journal of Marketing Communications*, 5(2): 97-106.
6. Assael, H. (2011), "From Silos to Synergy: A Fifty-year Review of Cross-media Research Shows Synergy Has yet to Achieve its Full Potential", *Journal of Advertising Research*, 51(S): 42-58.
7. Aaker, J. (1997), "Dimensions of Brand Personality", *Journal of Marketing Research*, 34(3): 347-356.
8. Christodoulides, G and de Chernatony, L. (2010), "Consumer-based brand equity conceptualisation and measurement: a literature review", *International Journal of Market Research*, 52(1): 43-66.
9. Barry T.E., Howard, D. J. (1990), "A Review and Critique of the Hierarchy of Effects in Advertising", *International Journal of Advertising*, 9: 121-35.
10. Bitner, M. J., Obermiller, C.(1985), "The Elaboration Likelihood Model: Limitations and Extensions", *Advances in Consumer Research*, 12(1): 420-425.
11. Barry T. E. (2002), "In Defence of the Hierarchy of Effects: A Rejoinder to Weilbacher", *Journal of Advertising Research*, 42(3): 44-47.
12. Barry, T. E. (1987), "The Development of the Hierarchy of Effects: A Historical Perspective", *Current Issues & Research in Advertising*, 10(2): 251.
13. Buil, I. de Chernatony, L and Martinez E. (2013), "Examining the role of advertising and sales promotions in brand equity creation", *Journal of Business Research*, 66(1): 115-122.
14. Chandon, P. (1995), "Consumer Research on Sales Promotions: A State of the Art Literature Review", *Journal of Marketing Management*, 11: 419-441.
15. Christodoulides, G., Jevons, C. and Bonhomme, J. (2012), "Memo to Marketers: Quantitative Evidence for Change: How User-Generated Content Really Affects Brands?" *Journal of Advertising Research*, 52(1): 53-64.
16. Muntinga, D. G., Moorman, M., & Smit, E. G. (2011), "Introducing COBRAs: Exploring motivations for brand-related social media use", *International Journal of Advertising*, 30(1): 13-46.

Other leading journals include:

Journal of Advertising

Journal of Advertising Research

International Journal of Advertising

Journal of Marketing Communications

Journal of Interactive Marketing

Other database sources include:

Advertising Age (<http://adage.com/index.php>)

Adweek (<http://www.adweek.com/aw/index.jsp>)

Brand Republic (<http://www.brandrepublic.com/>)

Campaign (<http://www.brandrepublic.com/campaign/>)

Marketing Week (<http://www.marketingweek.co.uk/>)



STAT 201 QUANTITATIVE RESEARCH METHODS

1. Factual information			
Module title	STAT 201 Quantitative Research Methods	Level	5
Module tutor	Dr. Carlo Drago	Credit value ECTS	15 7.5
Module type	Core	Notional learning hours	150

2. Rationale for the module and its links with other modules

Research methods relies on the design, the use and the reporting of the quantitative techniques on empirical business. During the course, students will learn and practice the different phases of an empirical work in business from the definition of the problem to be considered to the design and the analysis of the empirical work. We will continue the analysis taught during the previous quantitative course and we will extend students' knowledge evaluating how data typologies request different statistical approaches. In this course, we will learn to adopt different statistical approaches related different data, and students will deepen their understanding of time series data.

The module temporally follows Quantitative Business Analysis.

3. Aims of the module

The aim of the module is to introduce students to more specific quantitative methodologies, as follow up of STAT 101 Quantitative Business Analysis. These methodologies relate to specific contexts, so the student is encouraged to evaluate and apply the most appropriate statistical methodologies in given problems. In particular, students will practice different approaches in modelling and analysing economic and business data.

4. Pre-requisite modules or specified entry requirements

STAT 101 Quantitative Business Analysis or an equivalent course.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A4 Demonstrate knowledge of statistical concepts, principles and techniques that affect the global business environment

A6 Demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour

Learning and teaching strategy.

The students are encouraged continuously to learn actively the topic, by participating to the course (study of the theory), working on classes (in order to study the practical part of the topic) and finally on the laboratories useful to learn directly to analyse data using the computer.



B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources

Learning and teaching strategy.

The students will learn and practice the critical thinking by considering applications of the methodologies on real data and real problems. In this sense the role of the instructor is to show concrete examples in which the data analysis can be used on the decision making process.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

Learning and teaching strategy.

During the course, students are trained to use statistical tools in order to solve concrete business problems. At the same time the study of complex real situations can lead to develop a more practice-based and performance-oriented approach.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently

D3 employ research skills using different IT tools, online resources and database

D4 demonstrate to be collaborative in team projects

D5 clearly communicate orally and in writing, for academic and professional audiences

D7 produce, manipulate, interpret and present data to evaluate business matters

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

Learning and teaching strategy.

The student will be encouraged to complete a project based on real data. In this context the students will learn to work independently and on cooperation with other students but also to use and apply the statistical methodologies learned with the goal to solve managerial problems. In this case the key and the emphasis is on the application of the concepts learned.

6. Indicative content

Students will be introduced to and practice:

- Econometric Methods Models and Modelling
- Time Series Analysis
- Classical Time Series Analysis
- Modern Time Series Analysis
- Forecasting



7. Assessment strategy, assessment methods and their relative weightings

Assessment methods comprehend:

- essay (50%): this is a project work that consists of 2,000 words.
- final written exam (50%), that consists of a written test, one hour and a half long, on questions on topics discussed in class.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes												
	A4	A6	B1	B3	C1	C2	D2	D3	D4	D5	D7	D8	
Essay	X	X	X	X	X	X	X	X	X	X	X	X	X
Final Exam	X	X	X	X	X	X	X	X		X	X	X	X

9. Teaching staff associated with the module

Dr. Carlo Drago (ML) carlo.drago@unicusano.it. Office appointments upon request.

10. Key reading list

Brockwell, P. & Davis, R. (2010). *Introduction to Time Series and Forecasting*.

Springer. Verbeek, M. (2012). *A Guide to Modern Econometrics*. Prentice Hall.

Greene, W. (2011). *Econometric Analysis*. Pearson publishing.

Dougherty, C. (2016). *Introduction to Econometrics*. Oxford University Press.

Hyndman, R. & Athanasopoulos, G. (2017). *Forecasting: Principles and Practice*. OTexts.



MAN-OB 201 ORGANISATIONAL BEHAVIOUR AND CREATIVITY

1. Factual information			
Module title	MAN-OB 201 Organisational Behavior and Creativity	Level	5
Module tutor	Ms. Nooreen Jaffer Khan Dr. Sara Fazzin	Credit value ECTS	15 7.5
Module type	CORE taught	Notional learning hours	150

2. Rationale for the module and its links with other modules

Understanding people in organisation is becoming a crucial part of managers, leaders, heads of project and so on. While researchers and practitioners both agree on the fundamental role of the organisational internal human component, it is imperative to analyse how this component interacts and evaluate the better way to manage it in order to improve organisation's effectiveness. Looking at different perspectives, from sociology to psychology, behaviours within the organisation are affected in several ways: from individuals, groups and by the organisation itself. Understanding the processes behind dysfunctional or deviant behaviours can make the difference in terms of effectiveness and strategy.

There is an evident link with past modules, that provided students with an appropriate background (i.e., marketing), and future ones, where topics such as creativity in the workplace, innovation strategies and HR management will be analysed.

3. Aims of the module

This module aims to investigate how individuals, groups and structures impact on behaviour within organisations. Students will learn about the 'human' component within an organisation, and the importance to recognise and add creativity even to this process.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A2 identify and analyse complex systems, processes and environment in which the business operates

A6 Demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour

A10 evaluate the fundamental role of creativity and design in relation to decision making processes

Learning and teaching strategy.

Learning outcomes A2, A6 and A10 are achieved through lectures, seminars with expert psychologist, practical role plays and assignments.

Blended teaching methods will be paired to online individual quizzes and activities on the dedicated VLE. Videoclip, case studies and journal articles will be selected to deepen students' understanding of topics.



B. Cognitive skills

At the end of the module learners will be expected to:

B4 identify contemporary global issues and evaluate managerial, organisational and economical concepts to analyse the market

Learning and teaching strategy.

The global perspective used in the module facilitates the achievement of such learning outcomes, and it deepens students' appreciation for diverse cultures and behaviours, that is one of the main objectives of the Programme.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

Learning and teaching strategy.

Learning outcome C2 is achieved through coursework assignments, seminars, discussion groups, active participation in class, role plays and flipped classroom exercises.

D. Key transferable skills

At the end of the module, learners will be expected to:

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

Learning and teaching strategy.

Learning outcome D8 is achieved through coursework assignments, written exam, seminars, discussion groups, active participation in class, role plays and flipped classroom exercises.

6. Indicative content

The module will typically cover the following topics:

- Classical and contemporary approaches to organisational behaviour;
- The role of individuals, groups and the structure;
- The social psychology of organisation: motivation, commitment and performance;
- the sociology of organisations: power, politics and employment;
- Organisational cultures and practices;
- Managing behaviour within the organisation
- Creative Organisational Behaviour.

7. Assessment strategy, assessment methods and their relative weightings

FORMATIVE ASSESSMENT

Online Quizzes : two online quizzes that can test students' understanding and evaluate their progress throughout the module. They consist of multiple choice questions on topics explained and discussed in class and during seminars. Their main objective is to prepare gradually students in their own time and comfort zone, in order to build on their knowledge and understanding of theoretical approaches and principles.

SUMMATIVE ASSESSMENT

Final Written Exam (50%) : two hour exam at the end of the term, consisting in four open questions (25 points each, for a total of 100 points).



Coursework assignment (50%), that consists in one 1,500 word essay or project that analyses a case study/topic assigned by the Lecturer at the beginning of the Module.

8. Mapping of assessment tasks to learning outcomes						
Assessment tasks	Learning outcomes					
	A2	A6	A10	B4	C2	D8
Essay			X	X	X	X
Final Exam	X	X	X		X	

9. Teaching staff associated with the module

Ms. Nooreen Jaffer Khan. Office appointments upon request.

Dr. Sara Fazzin sara.fazzin@nciul.ac.uk; Office appointments after/before classes upon request.

10. Key reading list

Buchanan, D. & Huczynski, A. (2016). *Organisational Behaviour*. Pearson publishing.

Mullins, L.J. (2011). *Essentials of Organisational Behaviour*. 3rd ed. Essex: Pearson Education.

Mullins, L.J. (2016). *Management and Organisational Behaviour*. 11th ed. Essex: Pearson Education.

11. Other indicative text

BPP Media (2013). *Organisations and Behaviour*. 3rd ed. London: BPP Media.

Case studies and online resources indicate by the Lecturer during the term. Other journal articles suggested by the instructor during the module.

CIPD <https://www.cipd.co.uk>

ACAS <http://www.acas.org.uk/index.aspx?articleid=1461>



MAN-ABB 202 APPLIED BUYER BEHAVIOUR IN THE GLOBAL CONTEXT

1. Factual information			
Module title	MAN-ABB 202 Applied Buyer Behaviour in the Global Context	Level	5
Module tutor	Ms. Nooreen Jaffer Khan	Credit value ECTS Credits	15 7.5
Module type	Core taught	Notional learning hours	150

2. Rationale for the module and its links with other modules

Buyer behaviour is the psychology of how consumers think, feel, reason, and select among different marketplace alternatives. Buyer behaviour is an important research area within almost all marketing departments at top business schools (and business schools in general), and is also closely related to other fields both within and outside of marketing (e.g., marketing strategy, organisational behaviour, experimental economics, behavioural finance and accounting, sociology, and experimental and social psychology).

Understanding buyer's behaviour allows companies to plan the appropriate marketing strategies and, therefore, improve their performance. The study of consumer behaviour is fundamental to the successful development of the business and, therefore, represents an important aspect of any marketing related degree.

3. Aims of the module

The aim of this module is to introduce students to the topic of applied buyer behaviour by examining theoretical models and frameworks with a global perspective. The module will help students to critically analyse how consumers think and select among different alternatives and to understand consumer's needs, psychology, attitudes and learning. An important part of the module is devoted to the understanding of cross-cultural factors that affect consumers' decision-making.

The course consists of lectures in which students are introduced to the main theoretical models and frameworks of the applied buyer behaviour and seminar-based sessions in which students read, analyse and comment on selected case-studies from various sub-areas of consumer behaviour.

After the successful completion of the module, students will be able to effectively carry out research projects concerning consumer behaviour in the global perspective and to work out efficient marketing decisions.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A5 recognise and clearly describe the human component in strategic analysis, decision making and managerial practices



A6 demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour

A11 demonstrate a solid foundation for further study or professional development

Learning and teaching strategy includes:

Provision of challenging, academically stimulating and engaging learning experience.

A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL).

The module consists of lectures and seminars. The aim of the lectures is to introduce students to the main theoretical models and frameworks in applied buyer behaviour context. Seminars will provide students an opportunity to examine these models and concepts in the classroom.

B. Cognitive skills

At the end of the module learners will be expected to:

B5 research theoretical principles and assess them to design practical solutions to innovate the business

B6 adapt and utilise prior knowledge and new information in order to critically present a solution to a given problem

Learning and teaching strategy includes:

Development of students' cognitive skills by encouraging them to reflect about themselves and their environment, while analysing and synthesising knowledge acquired during the module.

Provision of the main vehicles for further development of the cognitive skills through seminars, tutorials and case studies.

Encouraging students to interact with lecturers and peers using relevant examples and current research in the main subject areas.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

Learning and teaching strategy includes:

Development of students' practical skills through a problem-based approach, that takes into account employability skills and creative decision making.

Use of a wide variety of subject-specific and industry materials to develop students' decision-making abilities, self-organisation and time management.

Development of students' lifelong learning attitude through continuous personal and professional development.

D. Key transferable skills

At the end of the module, learners will be expected to:

D5 clearly communicate orally and in writing, for academic and professional audiences

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters



Learning and teaching strategy includes:

Development of students' key skills within independent and supervised contexts.

Use of different study situations. Students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.

Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.

6. Indicative content

Foundations of consumer behaviour

Consumer research

Psychological influences (personality, cognitive process, emotions)

Social influences (reference groups, family lifecycle)

Segmentation theories

7. Assessment strategy, assessment methods and their relative weightings

The assessment for this module takes the form of two course assignments:

- customer analysis of a product or service (50%)
- advertisement analysis (50%)

These assignments will help students to apply theoretical and practical frameworks they have learned during the module. The assessment tasks will also help students to deepen their analytical, decision-making, critical thinking skills and understanding of the human component of a business. They will equip students with the ability to examine strategies used by companies to acquire and retain their customers.

Assessment criteria for each assignment will be made available to students prior to an assessment taking place. More information will be available from the module leader.

The pass mark for the each assignment and for the whole module is 40%. The programme specification provides information regarding the failure of an assessment component or the module.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes										
	A5	A6	A1 1	B5	B6	C2	C5	D5	D6	D8	D1 2
Customer analysis of a product or service	X		X	X		X	X	X		X	
Advertisement analysis	X	X		X	X		X	X	X	X	X

9. Teaching staff associated with the module

Ms. Nooreen Jaffer Khan. Office appointments after/before classes upon request.



10. Key reading list

Schiffman, L. G. and Kanuk, L. (2010). *Consumer Behaviour*. Harlow: Prentice Hall.

Brassington, F. and Pettitt, S. (2012). *Essentials of Marketing* (3rd Ed). Harlow: Pearson.

East, R., Wright, M. and Vanheule, M. (2013). *Consumer Behaviour: Applications in Marketing*, 2nd Ed. London: Sage Publications.

Szmigin, I. and Placentini, M. (2014). *Consumer Behaviour*. Oxford: Oxford University Press.

11. Other indicative text

- Case studies and online resources indicated by the Lecturer during the course.
- BPP Media, 2013. *Marketing Principles*. 3rd ed. London: BPP Media.
- The economic/business section of newspapers, e.g. Financial Times, Guardian, The Economists, etc.
- Other journal articles suggested by the instructor during the module.



MAN-FIN 203 PRINCIPLES OF FINANCIAL MANAGEMENT

1. Factual information			
Module title	MAN-FIN 203 Principles of financial management	Level	5
Module tutor	Mr. Alban Asllani	Credit value ECTS	15 7.5
Module type	CORE Taught	Notional learning hours	150

2. Rationale for the module and its links with other modules

The module provides to the students the basic knowledge of financial economics as necessary to design an effective business strategy, prepare a business plan or define a merger with, or an acquisition of, another firm.

The course is therefore essential not only for the development of a successful business career but also to take basic personal decision on saving, mortgage or pension plans.

3. Aims of the module

This course aims to provide the knowledge of instruments of financial economics such as interest rates or valuation that are essential in any firm decisions such as financing, mergers, acquisitions and sell offs.

The module is analytical but the application of psychology to financial markets is also discussed.

Beyond giving a corporate insight the course help students make their own financial decisions with greater skill and confidence.

Through class discussion, informal study groups, and formal group projects the course enhances communication and collaboration skills showing how managers should organise their financial transactions effectively and with integrity.

4. Pre-requisite modules or specified entry requirements

A basic knowledge of microcomputers and their operating systems will be necessary for the computer assignments.

5. Intended learning outcomes

A. knowledge and understanding

At the end of the module, learners will be expected to:

A2 identify and analyse complex systems, processes and environment in which the business operates

A3 state financial concepts and principles to evaluate business structure and procedures

Learning and teaching strategy includes:

- Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding in a multidisciplinary context.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues



B2 evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment

B5 research theoretical principles and assess them to design practical solutions to innovate the business

Learning and teaching strategy.

Development of students' cognitive skills will happen in a variety of means, such as encouraging students to reflect about themselves and their environment, while analysing and synthesising knowledge acquired in different topics. Creativity as well as analytical and critical thoughts are nurtured through evaluation and application of business theories and principles in complex simulated or real scenarios.

Students will also support and encouraged to interact with the lecturer and peers using relevant examples and current research in the main subject areas, to build valuable knowledge as well as enhancing their individual attitudes and strengths.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

Learning and teaching strategy includes:

- Development of students' practical skills through a problem-based approach, that takes into account employability skills and creative decision making, with the support of different teaching and learning techniques.
- Use of a wide variety of subject-specific and industry materials to develop students' decision-making abilities, self-organisation and time management.
- Development of students' key skills with a particular emphasis on communication and working with others through seminar and tutorial sessions. Students are required to prepare and present different types of information (qualitative and quantitative) orally and in writing using a variety of media and IT methods.
- Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.
- Development of students' lifelong learning attitude through continuous personal and professional development.
- Development of leadership abilities and commercial awareness to prepare students for a career in the global context.

Assessment methods include written exam, and individual and group coursework assignment in form of presentation.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently



D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

Learning and teaching strategy includes:

- Use of information technology for collecting, analysing and presenting information
- Development of students' key skills within independent and supervised contexts. Students will learn how to apply creative approach to generate solutions to various business problems.
- Use of different study situations as students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.
- Provision of opportunities for students to demonstrate their key strengths and values and further develop them through personal development planning sessions.
- Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.
- Development of students' lifelong learning attitude through continuous personal and professional development.
- Deepening of students' analytical, entrepreneurial, collaborative and independent research skills requiring the performance under pressure in timed assessment conditions or to the given deadlines.
- Giving full consideration to ethical aspects of global business practice and development of students' ability to respond positively to new challenges which are prevalent in the global business environment.

Assessment methods include individual and group assignments and presentations; analysis of case studies.

6. Indicative content

This course provides an introduction to the fundamentals of finance, emphasising their application to a wide variety of real-world situations spanning personal finance, corporate decision-making, and financial intermediation.

Key concepts and applications include: time value of money, risk-return tradeoff, cost of capital, interest rates, retirement savings, mortgage financing, auto leasing, capital budgeting, asset valuation, discounted cash flow analysis, net present value, internal rate of return, hurdle rate, payback period.

7. Assessment strategy, assessment methods and their relative weightings

Case Presentation (40%): Each student will be a member of a three to five-person team assigned to present and lead the discussion on one case, with the grade based on the effectiveness of this presentation.

In case the minimum number of students (three) required to form a team is not reached, the assignment will be individual.

Sit in exam (60%), that will be two hours long. Internal weighting will be as follows:

- General topic (40%): the student is expected to answer to two out of three general topics regarding core arguments of the course. The maximum weight is 20% for each answer.
- Quizzes (20%): the student is expected to answer to twenty out of thirty multiple choice quizzes regarding specific arguments discussed during the course.



8. Mapping of assessment tasks to learning outcomes											
Assessment tasks	Learning outcomes										
	A2	A3	B1	B2	B5	C1	C4	C5	D2	D6	D8
Essay	X	X			X			X		X	
Final Exam			X	X		X	X		X		X

9. Teaching staff associated with the module

Mr. Alban Asllani. Office appointment upon request.

10. Key reading list

David Hillier (2013). *Corporate finance*, European edition. McGraw Hill.

11. Other indicative text

Abdulkader Aljandali (2016). *Quantitative Analysis and IBM SPSS Statistics: A Guide for Business and Finance (Statistics and Econometrics for Finance)*. Springer, Verlag.



1. Factual information			
Module title	MAN-GBP 204 Global Business planning	Level	5
Module tutor	Dr. Dimitrios N. Koufopoulos Dr. Ioannis Gkliatis	Credit value ECTS	10 5
Module type	CORE Taught	Notional learning hours	100

2. Rationale for the module and its links with other modules

In this course, students will learn how to prepare a comprehensive strategy for launching a new business either as a new business or as new business line in an existing firm through the preparation of a business plan.

The course is therefore an application of what students have learned in finance, economics and management to effective decision making.

3. Aims of the module

The course aims to provide all basic skills necessary to concoct, prepare and deliver an effective strategy for the development of a new business and transform it in a business plan. The module aims to put the student in the capacity of :

- Integrating all components of a business plan
- Structuring the components of a strategically & financially sound dynamic business plan
- Analysing key strategic factors impacting business
- Implementing a new product/ service feasibility analysis
- Preparing a SWOT (strengths, weaknesses, opportunities and threats) analysis
- Defining a capital structure and capital sources
- Presenting a business plan (written form and orally)

4. Pre-requisite modules or specified entry requirements

A basic knowledge of microcomputers and their operating systems as well as spreadsheets is necessary for the computer assignments.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A6 Demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour

A7 evaluate and compare different business scenarios in global environment as informed by business management, financial management, and marketing management.

A8 identify potential competitive advantage of the business in a target market and design innovative approaches to maximise it through a reflective approach

Learning and teaching strategy includes:

- Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding in a multidisciplinary context. Examples of these methods are traditional lectures, seminars, web-based guided study, tutorial, projects, creative reflective portfolios, guided independent and group work, and case study analysis.



- A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.
- Provision of educational environment that supports and motivates learning, teaching and research activities of students and staff, through the promotion of training activities and professional development.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources

Learning and teaching strategy includes:

- Development of students' cognitive skills by encouraging them to reflect about themselves and their environment, while analysing and synthesising knowledge acquired in different topics. Creativity as well as analytical and critical thoughts are encouraged in evaluating and applying business theories and principles in complex simulated or real scenarios.
- Provision of the main vehicles for further development of the cognitive skills through seminars, tutorials and case studies
- Encouraging students to interact with lecturers and peers using relevant examples and current research in the main subject areas, to build valuable knowledge as well as enhancing their individual attitudes and strengths.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

Learning and teaching strategy includes:

- Development of students' practical skills through a problem-based approach, that takes into account employability skills and creative decision making, with the support of different teaching and learning techniques (seminars, team projects, tutorials, dissertation findings)
- Use of a wide variety of subject-specific and industry materials to develop students' decision-making abilities, self-organisation and time management.
- Development of students' key skills with a particular emphasis on communication and working with others through seminar and tutorial sessions. Students are required to prepare and present different types of information (qualitative and quantitative) orally and in writing using a variety of media and IT methods.
- Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.
- Development of students' lifelong learning attitude through continuous personal and professional development.



- Development of leadership abilities and commercial awareness to prepare students for a career in the global context.

D. Key transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D2 demonstrate the ability to work independently

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

D9 operate in the global arena recognising and evaluating contemporary complexity and cross country culture

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Learning and teaching strategy includes:

- Use of information technology for collecting, analysing and presenting information
- Development of students' key skills within independent and supervised contexts. Students will learn how to apply creative approach to generate solutions to various business problems.
- Use of different study situations as students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.
- Provision of opportunities for students to demonstrate their key strengths and values and further develop them through personal development planning sessions.
- Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.
- Development of students' lifelong learning attitude through continuous personal and professional development.
- Deepening of students' analytical, entrepreneurial, collaborative and independent research skills requiring the performance under pressure in timed assessment conditions or to the given deadlines.
- Giving full consideration to ethical aspects of global business practice and development of students' ability to respond positively to new challenges which are prevalent in the global business environment.

6. Indicative content

The course is divided into two parts:

- The first part is more theoretical, and aims to analyse all the key aspects of business planning including data analysis and market assessment.

Six Topics will capture the theoretical part covering issues regarding Business Plan development (i.e. purpose of a plan, industry analysis, market analysis, marketing plan, management team and company structure, operations plan and product design, financial projections)

- The second part deals with the analytical part of business planning, and it is designed to monitor students' progression with practical exercises and tools.



7. Assessment strategy, assessment methods and their relative weightings

Poster Presentation (60%)

Each group will be allocated to a project from which the students is required to create a business plan forming the basis of a new business venture, and a related group poster. The aim is to encourage them to apply their knowledge and insights of good business planning practice (drawn from the module, your associated reading and the collective business experience of your group members) to the development and presentation of your poster and to the underlying analysis and evaluation.

The group poster should include:

- A very brief introduction to the product or service, forming the basis of your group business plan
- A brief identification and justification of the most important elements included in their plan, benchmarked against good business planning practice
- A brief examination of any problems that they believe will have to be overcome during the commercialisation of the plan, together with brief recommendations as to how this can be done efficiently and effectively
- Identification of individual contributions to the group poster, by including relevant student names and ID numbers
- A brief list of key references linking the creation of their group business plan and poster to the academic literature

Please note. Each group member will be required to explain and justify their OWN CONTRIBUTIONS to their group posters, forming the basis of the individual marks awarded for this element of assessment. (There is NO overall joint group mark!)

In case the minimum number of students (three) required to form a team is not reached, the assignment will be an individual poster.

Important notes

Before the event

- All members of every group will be expected to take part in the development of group business plans, and the design and production of their group poster.
- Each group member must contribute a clear and distinct element of their group's business plan and poster.
- Each element of the poster must be clearly marked with the name and ID number of the originating student
- All group members must sign the group work contribution record sheet (indicating which group members took responsibility for which areas of the business plan and poster).
- Each group member must post a 500-word summary of her/his own individual contribution to the business plan and poster to the VLE

During the event

- Each group will be allocated 15-20 minutes in which all group members will be required to evidence their contributions to each group poster
- Each student in each group will be required to carry out a 3-minute 'flash' presentation based on her/his contribution to her/his group poster, making reference to the underlying group poster and business plan



The students is required to write an individual report reflecting on their work in connection with the module up to the date of assignment submission. The aim is to encourage them to develop a critical approach to their work, through carrying out an analysis and evaluation of their group business plan, its key elements, and of the effectiveness of their own contribution to its development.

The assignment should include:

- A brief introduction to the product or service, forming the basis of their group business plan
- A brief summary of the key elements of the related business plan, the underlying theoretical issues and the linkages between the plan and the commercialisation of the product or service
- An analysis and evaluation of the strengths and weaknesses of the plan and suggestions as to how this could have been improved
- An analysis and evaluation of the strengths and weaknesses of their own contribution to the work of the group and to the development of this plan
- A summary of the main benefits that you feel that they have drawn from their participation in the module and the group business planning process, including academic and anticipated employability outcomes

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes													
	A6	A7	A8	B1	B3	C1	C4	C5	D1	D2	D6	D8	D9	D12
Business Plan	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Individual Reflective Summary	X	X	X	X	X									X

9. Teaching staff associated with the module

Dr. Dimitrios N. Koufopoulos and Dr. Ioannis P. Gkliatis. Office appointments after/before class upon request.

10. Key reading list

Barringer, B. (2014). *Preparing Effective Business Plans: An Entrepreneurial Approach*, Global Edition. Pearson Education.

Colin Barrow, Paul Barrow and Robert Brown (2015). *The Business Plan Workbook: A Practical Guide to New Venture Creation and Development*. Kogan Page.

Katz, J.A. and Green, R.P. (2008, 3th Ed.). *Entrepreneurial small business*. McGraw Hill. Rhonda Abrams (2014). *Successful Business Plan: Secrets and Strategies*. Planning shop ed.

11. Other indicative text

Mullins, J. & Komisar, R. (2009). *Getting to Plan*. HBS publishing Boston.



MAN-CRES 205 CORPORATE RESPONSIBILITY & ETHICS

1. Factual information			
Module title	MAN-CRES 205 Corporate Responsibility & Ethics	Level	5
Module tutor	TBC	Credit value	10
		ECTS	5
Module type	CORE taught	Notional learning hours	100

2. Rationale for the module and its links with other modules

Doing business is becoming more complex by the day, and its global environment requires a deep understanding of different cultures and approaches involved. Managers, leaders and individuals in general are requested to act in respect of ethical values, and business practices must take into account complex ethical dilemmas.

The module will provide students with a clear understanding of the contemporary thoughts in academia about ethics and the relative corporate behaviours that society expects from business agents. While learning to be self inquisitive in a global context, students will have the chance to explore practical ethical dilemmas through presentation of case studies. Therefore, the module aims to provide students with a deeper understanding of the 'bigger picture', linking previous themes discussed in other modules (such as Global Perspectives, Economics for Global Business and Principles of Business Law) to their ethical rationale.

3. Aims of the module

The module aims to provide students with a clear understanding of ethical dilemmas that arise from doing business in the global context. They will be encouraged to critical analyse the impact of shareholders' agency theory in the long term, and evaluate the opportunity to introduce diverse ethical values in the organisation.

The module also analyses the role of ethics and corporate social responsibility in strategic planning, transparency and HR practices.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A5 Recognise and clearly describe the human component in strategic analysis, decision making and managerial practices

A6 Demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour

A12 critically analyse contemporary global concepts through a reflective approach



Learning and teaching strategy.

The module aims to provide students with a deep understanding of theoretical principles, and to teach them how to practically use them. In order to achieve these goals and offer a better engagement in learning, peer-led seminars will be organised, as well as flipped classroom exercises. Constructive, critical discussion will be encouraged in any topics, giving students a no judgemental place where to confront themselves and their ideas on ethical issues.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources

Learning and teaching strategy.

Use of flipped classroom, role plays, inquisitive techniques, peer-led discussions and other learning and teaching methods will be used to develop students' critical thinking and analysis, as well as creative problem solving, as proven through assignments.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

C5 Integrate research and work based approaches in order to analyse a business, both internally and in the global context

Learning and teaching strategy includes assignments and inquisitive techniques during class, seminars and workshop to enhance students' ability to link theory to its practical implications, as well as research to practitioners' point of view.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

Learning and teaching strategy.

The module is designed in order to help students gain learning outcomes D2 and D8 through active participation, careful choice of assignments, seminars with a practical approach, and real life scenario simulations.

6. Indicative content

The module will cover topics such as:

- introduction to business ethics and latest academic positions on the subject;
- corporate responsibility, stakeholder theory, duties to society;
- Business ethics management;
- the role of the corporate citizen, and its stakeholders;
- business ethics within the organisation: shareholders, employees, consumers and suppliers/competitors;
- Business ethics and the global dimension.



7. Assessment strategy, assessment methods and their relative weightings

The assessment is SUMMATIVE of:

Mid-term written essay (50%): students are required to write an 1,500 word essay on an ethical issue of their choice, and critically analyse its link to business, using case studies or research articles to corroborate their position.

Final exam (50%) : students should pass a written 2 hour long final exam, that consists of three open questions. Marking will take into account critical analysis of contemporary academic positions, as well as importance of case studies and links to other topics cited.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes								
	A5	A6	A1 2	B1	B3	C4	C5	D2	D8
Essay			X	X	X		X	X	X
Final Exam	X	X		X		X			X

9. Teaching staff associated with the module

TBC. Office appointments upon request.

10. Key reading list

Andrew Crane and Dirk Matten (2015). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*. Oxford University Press.

11. Other indicative text

Case studies, journal articles and other selected readings will be communicated by the Lecturer at the beginning of the module.



COMP 201 INTERNATIONAL TAX LAW

1. Factual information			
Module title	COMP 201 International Tax Law	Level	5
Module tutor	Dr. Mauro Ciccolini	Credit value ECTS	10 5
Module type	CORE taught	Notional learning hours	100

2. Rationale for the module and its links with other modules

Learning the importance of tax regulations in a comparative perspective is crucial to the success - or failure - of a business. Introducing domestic tax system and the key factors in determining how to calculate business tax in an international context, students will learn to take into account different aspects of business regulation in order to plan strategies and evaluate opportunities for competitive innovation.

The module is clearly linked to Principles of Business Law, and in general to the programme, because it gives a clear understanding of a crucial legal aspect of the organisation that can influence business performance and competitiveness.

3. Aims of the module

The module aims to provide students with a clear understanding of domestic tax system, in the first instance. Business taxation systems will then be introduced and analysed in the international context, in order to enhance students' ability to evaluate the importance of clear and rational tax decisions to support business strategies.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A2 identify and analyse complex systems, processes and environment in which the business operates

A3 state financial concepts and principles to evaluate business structure and procedures

A11 demonstrate a solid foundation for further study or professional development

Learning sand teaching strategy.

Learning outcomes A2, A3 and A11 will be gained through active participation, independent work and research, peer group discussion, independent traditional study. Assignments are design to show students' progress in understanding the topic and its link to the business global environment.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B4 identify contemporary global issues and evaluate managerial, organisational and economical concepts to analyse the market



Learning and teaching strategy includes seminars, discussion, lectures, one-to-one tutorials and peer discussion groups.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C4 Identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

Learning and teaching strategy includes seminars, discussion, lectures, one-to-one tutorials and peer discussion groups.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D10 Use a reflective approach to evaluate concepts and scenarios

Learning and teaching strategy.

Learning outcomes D2, D6 and D10 will be mainly achieved through the individual report and the continuous interaction between the student with the lecturer and peers. Feedback and suggestion on what (and how) to improve will be given in class, during discussion, tutorial sessions and one-to-one appointments. Reflective thinking, as well as critical analysis, will be requested in order to pass the assignments.

6. Indicative content

The module will cover the following topics:

- introduction to tax law principles; tax law in UK;
- tax system in the international context;
- the Tax Treaty Systems and the role of international organisations;
- international tax avoidance and its economics, political and ethical implications;
- the importance of residency in calculating tax;
- tax havens and international finance; national and international measures anti-haven;
- global business and international fiscal law.

7. Assessment strategy, assessment methods and their relative weightings

Assessment is SUMMATIVE of:

Individual report (50%) : students are required to present a 1,500 word written report about the tax law system of one country of their choice, where they will analyse and originally evaluate procedures and rules in business taxation in relation to the international environment.

Written Final Exam (50%) : at the end of the module, students will be requested to pass a written exam, consisting of 4 open questions in 2 hours time, on topics covered during the term. Originality, clear understanding of the links between different subjects and critical analysis of the topics will be positively evaluated.



8. Mapping of assessment tasks to learning outcomes									
Assessment tasks	Learning outcomes								
	A2	A3	A1 1	B1	B4	C4	D2	D6	D1 0
Individual Report	X		X		X	X	X	X	X
Final Exam	X	X	X	X		X			

9. Teaching staff associated with the module

Dr. Mauro Ciccolini (ML) mauro.ciccolini@nciul.ac.uk. Office appointments upon request.

10. Key reading list

Sol Picciotto (2004). *International business taxation*. Butterworths.

11. Other indicative text

Financial/economic pages on credible daily newspapers, such as The Financial Times. Selection of readings given by the instructor at the beginning of the module.



MAN-STRAT 206 STRATEGIC MANAGEMENT

1. Factual information			
Module title	MAN-STRAT 206 Strategic Management	Level	5
Module tutor	Dr. Dimitrios Koufopoulos	Credit value ECTS	20 10
Module type	CORE taught and project based	Notional learning hours	200

2. Rationale for the module and its links with other modules

In a global perspective, developing a strategic view is essential to organisations. Understanding the key issues companies face and the way they use to adapt themselves in order to dominate complex business environments, is a central aspect of managerial success.

This module represents the logic counterpart in a process of critical analysis and business planning development, and its link to real life scenarios presented in a PBL approach underpins previous knowledge of business principles and mechanisms as learned during the first year, while becoming a foundation point for other advanced modules, such as Strategic Analysis, Knowledge Management and Innovation.

3. Aims of the module

The module aims to provide students with a deep, practical understanding of what is actually strategy, and its link to vision and mission. Through the development of a strategic view, students will be able to recognise threats and advantages in a specific market, and will be allowed to formulate their own strategic plans to respond to change and innovation in the business environment. The peculiarity of this module is that it has been designed in a Problem-Based Learning perspective, meaning that students will learn not from traditional lectures, but applying prior knowledge and tools in order to analyse, evaluate and propose an original solution to a given problem.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes A.Knowledge and understanding

At the end of the module, learners will be expected to:

A2 identify and analyse complex systems, processes and environment in which the business operates

A9 list, explain and evaluate contemporary business issues in relation to globalisation and uncertainty, through a work-based approach

A11 demonstrate a solid foundation for further study or professional development

A12 critically analyse contemporary global concepts through a reflective approach

Learning and teaching strategy.

The innovative use of a PBL approach to provide students with traditional knowledge on strategic management is the result of a new academic tendency against the utility - and opportunity - to teach this subject in a traditional way. The lecturer will provide students with enough framework to plan and design every aspect of their own organisation, in order to practically understand what strategy means.



Their strategic decisions will then be reviewed by a panel of peers and lecturers, in a real life scenario game where strategy is taught in a practical way.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 Demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B2 evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment

B4 identify contemporary global issues and evaluate managerial, organisational and economical concepts to analyse the market

B5 research theoretical principles and assess them to design practical solutions to innovate the business

Learning and teaching strategy.

Role plays, peer discussion, team work, analysis of real and fake data, interpretation of the global market, use of prior knowledge, presentation of their findings and so on, are innovative and engaging ways to achieve cognitive skills for a lifelong learning attitude.

The idea to find knowledge to use to contest or justify their position helps self-awareness, independency and at the same time provide a safe environment in which students can test their research skills, as well as their general ability in linking knowledge from different subjects.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C3 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

Learning and teaching strategy.

The module design helps achieving learning outcomes C2, C3 and C5. PBL encourages both individual and team work, building a collaborative inquisitive approach towards knowledge itself and others.

D. Key transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D3 employ research skills using different IT tools, online resources and database

D4 demonstrate to be collaborative in team projects

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D11 use a problem-based approach to improve employability skills

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Learning and teaching strategy.

PBL exercises are a great methods to test knowledge in practice, as well as to build transferable skills that have real impact on the students' employability rate.



Organisations nowadays value graduates that do not necessarily have the knowledge, rather they know where to find it and are quick to adjust their strategic plans and attitudes when tested.

6. Indicative content

The module will cover different topics, such as:

- definition of strategy and its meaning in the global context;
- formulation of a strategy, with specific emphasis on the role of mission and vision;
- strategy implementation, particularly in conditions of change and uncertainty;
- introduction to proper tools for strategic analysis.

7. Assessment strategy, assessment methods and relative weightings

FORMATIVE ASSESSMENT

Individual *quizzes* during the term: four 20 multiple choices quiz, where right answer values +1, wrong answer -1, answer not given 0. These tests help students understanding their progress and what they still need to revise. Feedback is provide, and guided study can be arranged with a tutor.

SUMMATIVE ASSESSMENT

Individual essay (50%): students are requested to write an essay on a chosen topic (upon agreement with the instructor), that should highlight their critical analysis and their ability to link specific topics with other management issues and prior knowledge.

Team Challenge (50%): students will be assigned in teams with different organisational roles, to compete for formulate the best strategic plan for their hypothetical company. They will have to come up with every single aspect of the organisation, from internal structure to market target, demonstrating the ability to apply their knowledge in different subjects. Every phase of the team challenge can be either audio-recorded or write down in a document. Assessment will be given by instructor and peers.

Please note that each student will receive an individual mark for their specific contribution to the group (assessed by the Instructor through individual oral presentation, essay or similar). In case the minimum number of students (three) required to form a team is not reached, the assignment will be focused on a specific aspect of organisational strategy.

8. Mapping of assessment tasks to learning outcomes

Assess ment tasks	Learning outcomes																
	A2	A9	A1 1	A1 2	B1	B2	B4	B5	C2	C3	C5	D1	D3	D4	D6	D 11	D1 2
Essay	X	X	X	X	X		X	X		X			X		X	X	
Team challen ge	X			X	X	X	X	X	X	X	X	X		X	X	X	X

9. Teaching staff associated with the module

Dr. Dimitrios Koufopoulos, Koufopoulos.nciul@gmail.com. Office appointments after/before classes upon request.



10. Key reading list

Pitt, M., & Koufopoulos D. (2012). *Essentials of Strategic Management*. Sage Publications.

11. Other indicative text

De Wit, B. & Meyer, R. (2010). *Strategy: Process, Content, Context*. Thomson, Ed. 4. Grant, R. (2010). *Contemporary Strategy Analysis*. Blackwell, Ed. 7.

Johnson, G., Scholes, K. & Whittington, R. (2008). *Exploring Corporate Strategy*. FT Prentice-Hall, Ed. 8.

Recommended relevant monographs and selected readings:

Baden-Fuller, C., and Stopford, J. (1992). *Rejuvenating the Mature Business*. Routledge.

Campbell, A., and Sommers Luchs, K. (Eds., 1997). *Core Competency-based Strategy*. Thomson.

Dixit, A., and Nalebuff, B. (1991). *Thinking Strategically*. Norton.

Foss, N. (1997). *Resources, Firms and Strategies*. Oxford University Press.

Goold, M., Campbell, A. and Alexander, M. (1994). *Corporate Strategy*. John Wiley.

Hamel, G. & Heene, A. (1994). *Competence-Based Competition*. Wiley.

Hendry, J. (2004). *Between Enterprise and Ethics: Business and Management in a Bimoral Society*. Oxford Univ. Press.

Kay, J. (1995). *Foundations of Corporate Success*. Oxford Univ. Press.

Mintzberg, H., Ahlstrand, B. and Lampel, J. (1998). *Strategy Safari*. Prentice-Hall.

Nonaka, I., and Takeuchi, H. (1995). *The Knowledge-Creating Company*. Oxford Univ. Press.

Porter, M. (1980). *Competitive Strategy*. Free Press.

Porter, M. (1985). *Competitive Advantage*. Free Press.

Quinn, J.B. (1980). *Strategies for Change: Logical Incrementalism*. McGraw-Hill.

Sutherland, J. & Canwell, D. (2004). *Key Concepts in Strategic Management*. Palgrave Macmillan.

Whittington, R. (2000). *What is Strategy and Does it Matter?* Thomson Learning.

Volberda, H. & Elfring, T. (Eds.) (2001). *Rethinking Strategy*. Sage.

Strategy articles in:

- Academic journals such as: British Journal of Management, Journal of Management, Journal of Management Studies; Journal of Business Strategy; Long Range Planning; Sloan Management Review; Strategic Change; Strategic Management Journal
- Practitioner-oriented journals and business newspapers such as: Business Age; Business Week; Economist; Financial Times; Fortune; Harvard Business Review; Management Today; The Business; Wall Street Journal
- Practitioner-oriented commentaries and biographies etc.:

Anders, G. (2003). *Perfect Enough: Carly Fiorina and the Reinvention of Hewlett Packard*. Portfolio.

Cassani, B. & Kemp, K. (2003). *Go: An Airline Adventure*. Time-Warner.

Cohen, B. & Greenfield, J. (1999). *Ben and Jerry's Double-dip: Lead with Your Values and Make Money Too*. Simon & Schuster.

Holzner, S. (2006). *How Dell Does It: Using Speed and Innovation to Achieve Extraordinary Results*. McGraw- Hill.

Lowe, J. (2002). *Welch: A Business Icon*. John Wiley.

Munk, N. (2005). *Fools Rush in: Steve Case, Jerry Levin and the Unmaking of AOL Time Warner*. Harper- Collins.

Merriden, T. (2003). *Rollercoaster: The Turbulent Life and Times of Vodafone and Chris Gent*. Capstone Publishing.

Magee, D. (2003). *Turnaround: How Carlos Ghosn Rescued Nissan*. HarperCollins.



Roddick, A. (2005). *Business as Unusual: My Entrepreneurial Journey - Profits with Principles*. Anita Roddick Publishing.

Slater, R. (1998). *Jack Welch and the G.E. Way: Management Insights and Leadership Secrets of the Legendary CEO*. McGraw-Hill.

Web Resources

The following are useful web resources in the Corporate and Competitive Strategy context:

- Websites of the various organisations we discuss in detail in classes and other websites (e.g. newspapers and journals) that comment on these organisations
- Specialised websites hosted by consultancy companies such as McKinsey; PIMS Associates, Cap Gemini, Accenture, A.D. Little, that elaborate particular aspects of strategic management
- Other university websites that offer strategy materials (too many to list!)
- Google Scholar

Websites

Global Business Insights: www.globalbusinessinsights.com/

Business Insight - <http://www.business-insights.com/>

Financial Times: <http://www.ft.com>

Economist: <http://www.economist.com>

Bloomberg Financial Data: <http://bx.businessweek.com/business-strategy>

Strategy + Business: <http://www.strategy-business.com/>



MAN-MGTD 207 THE MANAGEMENT OF GLOBAL TRADE DISTRIBUTION

1. Factual information			
Module title	MAN-MGTD 207 Management of Global Trade Distribution	Level	5
Module tutor	TBC	Credit value ECTS Credits	10 5
Module type	OPTIONAL taught	Notional learning hours	100

2. Rationale for the module and its links with other modules

Globalisation and innovation are reshaping modern organisations making them culturally diverse and geographically dispersed. Many companies are substantially engaged in international trade and the volumes of products traded around the world are constantly increasing. International trade can be a profitable engine for a company and requires effective management and implementation.

This module introduces students to theoretical and practical frameworks of global trade distribution management and is closely related to other modules on management and strategy at levels 5 and 6. The knowledge of the global trade distribution management is fundamental to the successful development of the business and, therefore, represents an important aspect of any management related degree.

3. Aims of the module

The aim of this module is to analyse strategic and operational aspects of foreign trade distribution using theoretical and practical frameworks. The module will help students to assess various patterns of international trade and their impact on organisational decision-making.

The students will learn about distribution structure of the products, research global trade practices, examine seasonality issues, study practical delivery of physical goods and risk assessment and documentation issues. The aim of the module is also to demonstrate the importance of global trade distribution to the global and regional economies, and to an individual company in terms of its efficiency and success. The principles of trade distribution management apply in all geographies and the practices presented during this module can be applied in all situations.

The course consists of lectures in which students are introduced to the main theoretical and practical frameworks and seminars when students can examine and analyse practical-based cases in global trade distribution management.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A2 identify and analyse complex systems, processes and environment in which the business operates



A6 demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour

A9 list, explain and evaluate contemporary business issues in relation to globalisation and uncertainty, through a work-based approach

A11 demonstrate a solid foundation for further study or professional development

Learning and teaching strategy includes:

Provision of challenging, academically stimulating and engaging learning experience.

A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL).

The module consists of lectures and seminars. The aim of the lectures is to introduce students to the main theoretical and practical frameworks. Seminars will provide students an opportunity to examine these models and concepts in the classroom based on real-world cases.

B. Cognitive skills

At the end of the module learners will be expected to:

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources

B5 research theoretical principles and assess them to design practical solutions to innovate the business

B6 adapt and utilise prior knowledge and new information in order to critically present a solution to a given problem

Learning and teaching strategy includes:

- Development of students' cognitive skills by encouraging them to reflect about themselves and their environment, while analysing and synthesising knowledge acquired during the module.
- Provision of the main vehicles for further development of the cognitive skills through seminars, tutorials and case studies.
- Encouraging students to interact with lecturers and peers using relevant examples and current research in the main subject areas.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

Learning and teaching strategy includes:

- Development of students' practical skills through a problem-based approach, that takes into account employability skills and creative decision making.
- Use of a wide variety of subject-specific and industry materials to develop students' decision-making abilities, self-organisation and time management.
- Development of students' lifelong learning attitude through continuous personal and professional development.



D. Key transferable skills

At the end of the module, learners will be expected to:

D5 clearly communicate orally and in writing, for academic and professional audiences

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D9 operate in the global arena recognising and evaluating contemporary complexity and cross country culture

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Learning and teaching strategy includes:

- Development of students' key skills within independent and supervised contexts.
- Use of different study situations. Students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.
- Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.

6. Indicative content

The module will cover topics such as:

- Distribution channels
- Relationship between buyers and sellers
- Trade distribution risks
- Documentation in the global trade distribution
- Technological aspects and management of global trade distribution

7. Assessment strategy, assessment methods and their weightings

The assessment for this module takes the form of a written assignment and a final examination with the relative weightings as following:

- Written assignment (50%)
- Final examination (50%)

The written assignment will assess the ability of students to present original opinions and solutions in a global-oriented perspective and ability to think critically and creatively. The feedback for this task will guide students in their academic and personal development, and will help them to prepare for the final examination.

The final examination will consist of a case study in which students will be required to apply theoretical and practical frameworks they have learned during the module. This task will also check the analytical and problem-solving skills of a student.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes													
	A2	A6	A9	A1 1	B3	B5	B6	C2	C4	C5	D5	D6	D9	D1 2
Written assignment	X	X		X	X				X	X	X	X		X



8. Mapping of assessment tasks to learning outcomes														
Assessment tasks	Learning outcomes													
	A2	A6	A9	A1 1	B3	B5	B6	C2	C4	C5	D5	D6	D9	D1 2
Final examination			X	X		X	X	X	X		X		X	X

9. Teaching staff associated with the module

TBC. Office appointments after/before classes upon request.

10. Key reading list

Reuvid, J. & Sherlock, J. (2011). *International Trade: an essential guide to the principles and practice of export*. (2nd.edn). Kogan Page. London.

11. Other indicative text

Case studies and online resources indicated by the Lecturer during the course.

The economic/business section of newspapers, e.g. Financial Times, Guardian, The Economists, etc.

Other journal articles suggested by the instructor during the module.



COMP 202 PERSONAL DEVELOPMENT PLANNING II

1. Factual information			
Module title	COMP 202 Personal Development Planning II	Level	5
Module tutor	Ms. Carla Finale	Credit value ECTS	10 5
Module type	OPTIONAL seminar-based	Notional learning hours	100

2. Rationale for the module and its links with other modules

Following Personal Development Planning II, students will be given the opportunity to explore their vocational and academic experience in a safe and non-judgemental environment. In accordance to what they have learned from the previous module, students will be asked to reflect on the area of management they will likely pursue as a career choice, and showcase what they have understood so far that made them decide for it.

The module is again structured to offer students the chance to reflect on themselves and their future work environment through presentations of possible professional portfolios. Through a practical analytical exercise focused on business topics and feedback by the instructors, they will be encouraged to reflect on themselves, assess their strengths and weaknesses, and build confidence. It also helps students focusing on the choice of a particular area of management and business they are really interested in, while engaging them through analysis and planning for the future, that has a real value in terms of employability skills and professional development.

The Module clearly follows Personal Development I and it is again linked to Research Methods.

3. Aims of the module

This module aims to enhance students' employability skills through a reflective approach, that takes into account the specific areas of business and management as learned since now. With no minimum amount of progress required and the opportunity to explore independently different aspects of themselves and the world, learners will be encouraged to use self-management skills and evaluate the best techniques and styles in teaching and learning. They will be asked to prepare and present a portfolio that highlights present knowledge in the business/management area, and provide a clear understanding of possible professional development.

4. Pre-requisite modules or specified entry requirements

Successful completion of COMP 102 Personal Development Planning I.

5. Intended learning outcomes

A. Knowledge and understanding

A11 demonstrate a solid foundation for further study or professional development

A12 critically analyse contemporary global concepts through a reflective approach

D. Key transferable skills

At the end of the module, learners will be expected to:

D5 clearly communicate orally and in writing, for academic and professional audiences

D10 use a reflective approach to evaluate concepts and scenarios

D11 use a problem-based approach to improve employability skills



D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Learning and teaching strategy.

Learning outcomes A11, A12, D5, D10, D11 and D12 are achieved through reflection. Seminars and peer discussion are encouraged as well. Portfolios are to be presented, orally or in writing, to peers and instructor, to build self-awareness, courage to present your own thoughts in public, and effective communication skills.

6. Indicative content

Students will be asked to reflect on their knowledge in business and managerial topics, and prepare a portfolio that clearly shows their reflective approach and analysis of future career plans as well as professional development through academic and extra curricula activities.

7. Assessment strategy, assessment methods and their relative weightings

Formative assessment: Active participation, meaning collaboration with peers, as well as contribution to discussion and critical thinking, whether in class or in virtual environment through chatrooms and forum activities.

Summative assessment: Reflective portfolio (100%): students' presentation of a professional portfolio will be evaluated and their reflective thoughts on chosen topics will be used to give valuable feedback to further improve employability skills. Dates for presentation will be agreed with the Instructor at the beginning of the module.

Portfolios are recommended to be explained in front of the whole class, to enhance student's confidence and presentation skills. For demonstrated reasons, the instructor can decide to give a student the opportunity to present the portfolio in their office.

8. Mapping of assessment tasks to learning outcomes						
Assessment tasks	Learning outcomes					
	A1 1	A1 2	D5	D1 0	D1 1	D1 2
Portfolio	X	X	X	X	X	X

9. Teaching staff associated with the module

Ms. Carla Finale carla.finale@nciul.ac.uk. Office appointments upon request.

10. Key reading list

Bolton, G.E.J. (2010). *Reflective practice: writing and professional development*. SAGE Publications.

Thought, F. (2011). *Brilliant employability skills*. Prentice-Hall.

Williams, K., Woolliams, M. & Spiro, J. (2012). *Reflective writing*, pocket edition. Palgrave Macmillan.



1. Factual information			
Module title	MAN-CGM 208 Contemporary Global Management	Level	5
Module tutor	Ms. Victoria Opara	Credit value ECTS	10 5
Module type	OPTIONAL seminar based	Notional learning hours	100

2. Rationale for the module and its links with other modules

As follow up of MAN-GM 102 Global Management, students should have already clear that nowadays organisations face cross-country challenges and issues that also have to take into account discontinuity of markets and effects of globalisation, change and uncertainty.

The module is designed for students that want a deeper critical evaluation of the current business scenarios, while evaluating contemporary thoughts in global management from a practical perspective. Through a research-oriented discussion of up to date economic and social news in the global context, students will encouraged to share their views while building up critical thinking and a deep understanding of the importance of links between theoretical and research findings.

3. Aims of the module

Students will be required to apply their previous knowledge about basic global management theories, and techniques and practices that a business is required to used in the global market. Through the development of a portfolio, the module aims to deepen the understanding on crucial topics such as sustainability, the role of the new manager, dynamism in the external environment, the environment of management and change. Students should analyse, evaluate and criticise materials given by the instructor and added by themselves, in order to demonstrate their ability to apply prior knowledge to real life scenarios, and work on building key skills for their future careers.

The module will be delivered through seminars and student-led discussion groups. Topics may vary, according to students' interests and up to date economic and social news.

4. Pre-requisite modules or specified entry requirements

Students should have successfully completed MAN-GM 102 Global Management module.

5. Intended learning outcomes

A. knowledge and understanding

At the end of the module, learners will be expected to:

A2 identify and analyse complex systems, processes and environment in which the business operates

A5 recognise and clearly describe the human component in strategic analysis, decision making and managerial practices

A9 list, explain and evaluate contemporary business issues in relation to globalisation and uncertainty, through a work-based approach

A12 critically analyse contemporary global concepts through a reflective approach



Learning and teaching strategy.

The module is designed as a series of seminars and student-led focus groups, where discussion, analysis and evaluation of prior knowledge is requested.

Students will explore different learning and teaching techniques, such as flipped classroom, PBL, role plays. They will be encouraged to research topics before the seminar, in order to actively participate.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B2 evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment

B7 integrate a reflective attitude towards the analysis of cross-cultural and global concepts, and relative solutions

Learning and teaching strategy.

The module is designed as a series of seminars and student-led focus groups, where discussion, analysis and evaluation of prior knowledge is requested.

Students will explore different learning and teaching techniques, such as flipped classroom, PBL, role plays. They will be encouraged to research topics before the seminar, in order to actively participate.

The assignment will help students with an in-depth understanding of important management topics, both academically and practically. The possibility to choose the topics to analyse will provide students with the chance to use their favourite learning styles, as well as challenging them.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

Learning and teaching strategy.

The assignment and student-led activities provide the meanings to achieve learning outcomes C2 and C5. Independent work as well as discussion offer the chance to build on practical and professional skills, both for individual and team projects.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently

D3 employ research skills using different IT tools, online resources and database

D5 clearly communicate orally and in writing, for academic and professional audiences

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Learning and teaching strategy includes active participation, independent study and research, as well as reflection on writing the assignment.



6. Indicative content

In order to build on students' prior knowledge and facilitate critical thinking at this level of study, the module will cover contemporary topics from latest research in management, as proposed by the instructor or suggested by the students:

- Design Thinking and other management techniques, theories and introduction to contemporary fields of research;
- Energy, Food and Poverty;
- The New Manager and how this modern version of the role impact on organisational culture, value, mission and global strategy;
- Sustainability;
- Management of people within the organisation as a system;
- Change and innovation processes.

7. Assessment strategy, assessment methods and their relative weightings

Coursework report (100%), that consists of a series (minimum of 2) at least 2,000 word research papers that analyse a contemporary global management issue chosen from a list assigned by the Lecturer or proposed by the student and agreed by the lecturer at the beginning of the Module.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes												
	A2	A5	A9	A1 2	B1	B2	B7	C2	C5	D2	D3	D5	D1 2
Portfolio	X	X	X	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

Ms. Victoria Opara. Office appointments upon request.

10. Key reading list

Smith, M. (2011). *Fundamentals of Management*. Pearson.

Morrison, J. (2016). *The Global Business Environment: Challenges and Responsibilities*. Palgrave MacMillan. Case studies and online resources indicate by the Lecturer during the term.

Other journal articles suggested by the instructor during the module.



STAT 202 QUANTITATIVE ANALYSIS FOR FINANCE

1. Factual information			
Module title	STAT 202 Quantitative Analysis for Finance	Level	5
Module tutor	Dr. Carlo Drago	Credit value ECTS	10 5
Module type	OPTIONAL	Notional learning hours	100

2. Rationale for the module and its links with other modules

STAT 202 Quantitative analysis for Finance relies on the study of quantitative methods for the analysis of financial time series. Within this context, we consider different analytical contents as quantitative methods for statistical arbitrage and trading, and statistical models for risk measurement. The course follows temporally STAT 201 Quantitative Business Analysis.

3. Aims of the module

The aim of the module is to introduce students to quantitative analysis of financial time series, and the risk analysis on markets. In this perspective, statistical models for financial arbitrage and statistical models in risk management are explored.

4. Pre-requisite modules or specified entry requirements

STAT 101 Quantitative Business Analysis or an equivalent course. STAT 202 Quantitative Research Methods is not compulsory, however it should precede.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A4 Demonstrate knowledge of statistical concepts, principles and techniques that affect the global business environment

A6 Demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour

Learning and teaching strategy.

The students are encouraged continuously to learn actively the topic, by participating to the course (study of the theory), working on classes (in order to study the practical part of the topic) and finally on the laboratories useful to learn directly to analyse data using the computer.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources



Learning and teaching strategy.

The students will learn and practice the critical thinking by considering applications of the methodologies on real data and real problems. In this sense the role of the instructor is to show concrete examples in which the data analysis can be used on the decision making process.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

Learning and teaching strategy.

During the course the students are trained to use the statistical tools in order to solve concrete business problems. At the same time the study of complex real situations can lead to develop an approach more performance-oriented.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently

D3 employ research skills using different IT tools, online resources and database

D4 demonstrate to be collaborative in team projects

D5 clearly communicate orally and in writing, for academic and professional audiences

D7 produce, manipulate, interpret and present data to evaluate business matters

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

Learning and teaching strategy.

The student will be encouraged to complete a project based on real data. In this context the students will learn to work independently and on cooperation with other students but also to use and apply the statistical methodologies learned with the goal to solve managerial problems. In this case the key and the emphasis is on the application of the concepts learned.

6. Indicative content

At the end of the course the student will be able to work with:

- Analysis of Financial Time Series
- Methods for Statistical Arbitrage and Trading
- Statistical Methods for the Risk Analysis
- Computational Finance

7. Assessment strategy, assessment methods and their relative weightings

Two assignments (15% each), an essay (20%) and a final written exam (50%).

The assignments are questions based on the course and can be exercises, problems, and open questions in which the student needs to show an understanding of the topics.



The essay is a real professional report\working paper based on real data in which the student need to practice the materials and also the computational content of the course. The report need to be organised on a structured way: introduction; data used; methodology results and discussion/ conclusion or on a similar way. During the lecture, the module leader will assign some exercises to practice in order to guide the students to achieving the course's learning objectives.

The final exam consists of a written exam, one hour and a half long, that presents questions on topics discussed in class.

The weightings for the different assessed components are:

Assignment 1	15%
Assignment 2	15%
Essay	20%
Final Exam:	50%

8. Mapping of assessment tasks to learning outcomes												
Assessment tasks	Learning outcomes											
	A4	A6	B1	B3	C1	C2	D2	D3	D4	D5	D7	D8
Assignments	X	X	X	X	X	X						
Essay	X	X	X	X	X	X	X	X	X	X	X	X
Final Exam	X	X	X	X	X	X	X	X		X	X	X

9. Teaching staff associated with the module

Dr. Carlo Drago (ML) carlo.drago@unicusano.it Office appointments upon request.

10. Key reading list

Tsay, R. (2010). *Analysis of Financial Time Series*. John Wiley and Sons.

Verbeek, M. (2010). *A guide to modern econometrics*. Prentice Hall.

Campbell, J., Lo, A., & MacKinley, C. (1997). *The econometrics of financial markets*. Princeton University Press.

Hyndman, R. & Athanasopoulos, G. (2017). *Forecasting: Principles and Practice*. OTexts.



ECO-HET 201 HISTORY OF ECONOMIC THOUGHT

1. Factual information			
Module title	ECO-HET 201 History of Economic Thought	Level	5
Module tutor	Mr. Gabriele Serafini	Credit value ECTS	10 5
Module type	Optional	Notional learning hours	100

2. Rationale for the module and its links with other modules

Knowing different economic theories is fundamental for a global manager who has to understand nature of markets, different kinds of economic agents and value creation mechanisms she/he will face in her/his activity. For this purpose, studying various schools of thought, in a comparative analysis, allows to build managerial skills and operate within international contexts.

In this way, the module integrates competences acquired in other modules in an overall economic picture.

3. Aims of the module

The module aims to present the different theoretical frameworks elaborated by leading economists in the history of economic thought of the last centuries. Students will learn about the different schools of thought and their different assumptions, ways of thinking and capacities to identify and describe different economic contexts.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A1 evaluate the role of economic theories in management

A2 identify and analyse complex systems, processes and environment in which the business operates

A12 critically analyse contemporary global concepts through a reflective approach

Learning and teaching strategy

Learning outcomes A1, A2 and A12 are achieved through lectures, seminars and assignments.

Blended teaching methods will be paired to online individual quizzes and activities on the dedicated VLE. Videoclips, journal articles and further readings will be selected to deepen students' understanding of specific topics.

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economic issues

B2 evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment



Learning and teaching strategy.

The comparative perspective used in the module facilitates the achievement of such learning outcomes, and it deepens students' skills to evaluate and face different economic scenarios.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

Learning and teaching strategy.

Learning outcome C4 is achieved through coursework assignments, seminars and discussion groups.

D. Key transferable skills

At the end of the module, learners will be expected to:

D6 present original opinions and solutions in a global oriented perspective, supported by theoretical references and/or practical solutions

D10 use a reflective approach to evaluate concepts and scenarios

Learning and teaching strategy.

Learning outcomes D6 and D10 are achieved through coursework assignments, seminars, discussion groups and active participation in class.

6. Indicative content

The module will typically cover the following topics:

- Objects and methods of economics and history of economic thought
- Classical economics (A. Smith, D. Ricardo, K. Marx)
- Neoclassical economics (first and second generation)
- J.M. Keynes, F. von Hayek, Neoclassical synthesis, M. Friedman
- Cambridge controversy, New classical macroeconomics
- Value creation: Business theories and Economics theories

7. Assessment strategy, assessment methods and their relative weightings

FORMATIVE ASSESSMENT

Online Self-Evaluation Tests: two online multiple choice tests that can assess students' understanding and evaluate their progress throughout the module. They consist of multiple choice questions on topics explained and discussed in class and during seminars. Their main objective is to prepare gradually students in their own time and comfort zone, in order to build on their knowledge and understanding of theoretical approaches and principles.

SUMMATIVE ASSESSMENT for face-2-face and distance learning students:

Coursework assignment (50%), that consists in one 1,500 word essay or project that analyses a topic assigned by the Lecturer at the beginning of the Module.

Final Written Exam (50%): two hour exam at the end of the term, consisting in three open questions (25 points each, for a total of 75 points).



8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes							
	A1	A2	A1 2	B1	B2	C4	D6	D1 0
Essay	X	X	X		X	X	X	
Final exam			X	X	X			X

9. Teaching staff associated with the module

Mr. Gabriele Serafini gabriele.serafini@unicusano.it. Office appointments after/before classes upon request.

10. Key reading list

H. Landreth, and D.C. Colander (2002). *History of Economic Thought*. Houghton Mifflin Company.

11. Other indicative text

Journal articles and extracts from leading economists' work.



MAN-KM 301 KNOWLEDGE MANAGEMENT IN A GLOBAL PERSPECTIVE

1. Factual information			
Module title	MAN-KM 301 Knowledge Management in a Global Perspective	Level	6
Module tutor	Dr. Sara Fazzin	Credit value ECTS	10 5
Module type	CORE taught	Notional learning hours	100

2. Rationale for the module and its links with other modules

Knowledge has recently been recognised as key topic in management studies. Understanding how to properly unleash the potential of intellectual capital and knowledge resources within the organisation, is said to be the new competitive advantage of the modern era. The module is designed to provide a theoretical understanding of KM definitions and processes, in order to critically evaluate and analyse the different dimensions of knowledge management arising from human resource management, information systems and strategic management.

Its link with core subjects such as strategic management, accounting, and HR, makes it even more relevant for a deep understanding of crucial management theories and processes.

3. Aims of learning outcomes

The module aims to provide students with a theoretical basis of KM, its definition and perspectives, while emphasising the way it influences organisational culture and learning. Therefore, concepts such as intellectual capital will be explained and analysed. Contemporary issues will be explored in order to provide students with a clear understanding of how KM can affect management strategies and enhance effectiveness.

4. Pre-requisite modules or specific entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A5 recognise and clearly describe the human component in strategic analysis, decision making and managerial practices

A6 Demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour

A12 critically analyse contemporary global concepts through a reflective approach

Learning and teaching strategy.

Lectures, peer discussions, independent research, focus group on empirical findings, assignments and feedback are among the teaching and learning strategies used within the module.

Learning outcome A5 clearly describes the fundamental role of knowledge management in other organisational procedures. Providing students with the right attitude towards knowledge management (and human capital in general), will enhance their understanding of core subjects in managerial studies, as well as integration in the global context.



B. Cognitive skills

At the end of the module learners will be expected to:

B5 research theoretical principles and assess them to design practical solutions to innovate the business

B6 Adapt and utilise prior knowledge and new information in order to critically present a solution to a given problem

B7 integrate a reflective attitude towards the analysis of cross-cultural and global concepts, and relative solutions

Learning and teaching strategy.

Lectures, peer discussions, independent research, focus group on empirical findings, assignments and feedback are among the teaching and learning strategies used within the module.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

Learning and teaching strategy.

Knowledge is a topic that cuts across the entire organisational structure, affecting procedures, principles and managerial decisions. A practical approach through reflective essay helps gaining professional skills, and enhance students' sensibility to the importance of the topic.

D. Key transferable skills

At the end of the module, learners will be expected to:

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

D10 use of a reflective approach to evaluate concepts and scenarios

Learning and teaching strategy includes discussion, independent research, assignments and in general lectures and feedback as provide by the instructor. Reflection in such important and volatile matter as knowledge management is crucial to develop, in order to help students gaining independence and creativity to solve issues in their future careers.

6. Indicative content

The module will cover topics such as:

- Definition of Knowledge Management, learning organisations, intellectual capital and related terminologies in relation to business;
- Polanyi, Nonaka and other fundamental theoretical positions in contemporary KM issues;
- data, information, knowledge and wisdom; organisational culture;
- KM cycle and models;
- Knowledge as intangible capital of the firm;
- KM and organisational learning.

7. Assessment strategy, assessment methods and their relative weightings

Online Activities (40%) : each week, prior to Saturday before midnight UK time, students are required to submit online activities related to topics covered in class.



Such activities mainly consist of watching relevant videos or solve real-life problems, and submit a reflective piece of writing about the selected activity, no longer than 500 words each, to check students' understanding of specific topics and provide them timely feedback to improve.

Final individual Report or Essay (60%): a 2,000 word report or essay on a theoretical question or case analysis, that should demonstrate student's understanding of KM general concepts while formulating practical solution/ ideas for a specific issue.

8. Mapping of assessment tasks to learning outcomes										
Assessment tasks	Learning outcomes									
	A5	A6	A1 2	B5	B6	B7	C4	D6	D8	D1 0
Online Activities	X	X				X	X	X		
Final Essay	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

Dr. Sara Fazzin sara.fazzin@nciul.ac.uk. Office appointments after/before classes upon request.

10. Key reading list

Davenport, T. & Prusak, L. (1998). *Working Knowledge: How Corporations Manage What They Know*. Harvard business School Press.

Hislop, D. (2013). *Knowledge management in organisations: A critical introduction*. Oxford University Press.

11. Other indicative text

Brint.com (<http://www.brint.com>)

IS371 TikiWiki (<http://isttw.cgu.edu/tiki>)

KmWiki (<http://kmwiki.wikispaces.com>)

Journal articles recommended by the instructor.

Pink, D. H. (2005). *A Whole New Mind: Moving From the Information Age to the Conceptual Age*. New York: Riverhead Books.



1. Factual information			
Module title	MAN-SL 302 Sustainability Leadership	Level	6
Module tutor	Ms. Victoria Opara	Credit value ECTS	15 7.5
Module type	CORE taught + project	Notional learning hours	150

2. Rationale for the module and its links with other modules

In this era of rapid change and instability, managers need to be effective leaders, and in order to achieve this goal, they are required to think socially, therefore focusing on sustainable leadership. What we really need, both in business and in the world in general, is more people able to act as change agents for sustainability in leadership.

This module follows and enriches the curriculum in a way that enables students to be inspired, to understand and evaluate change in a sustainable way. While analysing business practices and managerial processes with different lenses (as provided both with this module and knowledge management, design thinking, ethics and great emphasis on innovation), students can really make a difference in society at different levels. Its analysis of the global environment also provides a strong link with the rest of the curriculum and its aim.

3. Aims of the module

The module aims to inspire and enable students to become change agents at different levels. Understanding the importance of changing for sustainability and the great impact that sustainable initiatives and business practices have on society, students will then be required to critically apply these skills in experiential management, while reflecting on the impact their choices may have on others.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A2 Identify and analyse complex systems, processes and environment in which the business operates

A5 recognise and clearly describe the human component in strategic analysis, decision making and managerial practices

A9 recognise and clearly describe the human component in strategic analysis, decision making and managerial practices

A12 recognise and clearly describe the human component in strategic analysis, decision making and managerial practices

Learning and teaching strategy.

Use of flipped classroom, brainstorming, student-led discussion, seminars, video calls from other countries, interviews, video clips, broadcast are among the teaching and learning methods for this module.



The main aim is to combine taught knowledge with experience of real change agents from around the world, using reflective techniques and creative methods to analyse, interpret and originate new empirical or theoretical thoughts on leadership, what it means, and how it can influence for good sustainability in organisations.

B. Cognitive skills

At the end of the module learners will be expected to:

B4 identify contemporary global issues and evaluate managerial, organisational and economical concepts to analyse the market

B5 Research theoretical principles and assess them to design practical solutions to innovate the business

B7 integrate a reflective attitude towards the analysis of cross-cultural and global concepts, and relative solutions

Learning and teaching strategy.

Assignments, active participation, strong awareness of the world and contemporary issues, reflection as well as team work, open discussion, critical analysis of current circumstances and independent research are some of the learning and teaching strategies used within the module to achieve learning outcomes B4, B5 and B7.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

Learning and teaching strategy.

Teamwork, reflection, discussion with instructors and peers, independent research and confrontation are among the practical skills enhanced in the module, through team and individual assignments, lectures, flipped classroom exercises, focus groups and other teaching methods.

D. Key transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D3 employ research skills using different IT tools, online resources and database

D4 demonstrate to be collaborative in team projects

D5 clearly communicate orally and in writing, for academic and professional audiences

D7 produce, manipulate, interpret and present data to evaluate business matters

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

D10 use of a reflective approach to evaluate concepts and scenarios

Learning and teaching strategy.

Considering the importance and the ambition in setting the aims of this module, key transferable skills are achieved through lectures, assignments, discussions, reflective process.

Personal skills such as the ability to work independently as well being able to collaborate in a team project, or showing a reflective attitude towards yourself, the environment you are in and its global dimension, will also enhance fundamental employability skills.

6. Indicative content

The module will cover several topics related to sustainability and leadership, such as:



- change management, leadership and sustainability: definitions and context;
- theoretical and practical differences between 'leaders' and 'managers', in a global context;
- contemporary leadership styles and the importance of cultural and societal influences;
- managing for sustainability and its dimensions (individual, group or community, global environment)
- strategic sustainability and the role of a 'leader for sustainability'.

7. Assessment strategy, assessment methods and their relative weightings

FORMATIVE

Coursework quizzes : during the term, 4 quizzes with 20 multiple choice question on topics covered with the lecturer. The correct answer values +1, the wrong one -1, while answer not provided comports 0. These online activities will provide students with a clear understanding of their progress, weaknesses and strength. Feedback will also be provide, in order to enhance students' knowledge and engagement with a variety of activities that take into account their learning styles and preferences.

SUMMATIVE

Reflective Writing (50%) : students are required to write a reflective commentary, within which they think about and critically evaluate key definitions asked in class, such as "What is sustainability to you?" "What is sustainability in a leadership context?" or "How do you see yourself changing for the benefit of others?". Answers to such questions have to express personal opinions, as well as being informed by theories and contemporary theoretical positions. No judgement will be provided on the answer itself.

Team Project (50%) : students will be divided into groups at the beginning of the term, to work on a sustainable project of their choice. Feedback and support will be provided by the instructor and tutors throughout all the phases of the project. The idea can be original (a new project to be developed for a specific situation the students are familiar with), or the framework can be provided by real cases. Students are expected to analyse the environment, understand the possibility for a sustainable change, and consequently plan and present a proposal that highlights their idea of sustainable change.

Please note that each student will receive an individual mark for their specific contribution to the group (assessed by the Instructor through individual oral presentation, essay or similar). In case the minimum number of students (three) required to form a team is not reached, the assignment will be an individual project.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A2	A5	A9	A12	B4	B5	B7	C4	C5	D1	D3	D4	D5	D7	D8	D10
Reflective writing	X	X		X		X	X	X	X		X		X			X
Team/ Individual project	X		X		X	X			X	X		X	X	X	X	X



9. Teaching staff associated with the module

Ms. Victoria Opara. Office appointments upon request.

10. Key reading list

Michael Fullan (2004). *Leadership & Sustainability: System Thinkers in action*. Corwin.

Marshall, J., Coleman, G. & Reason, P. (2011). *Leadership for Sustainability: An Action Research Approach*. Greenleaf Publishing.

David Pardey (2006). *Introducing Leadership*. Taylor and Francis.

11. Other indicative text

A selection of readings will be provided at the beginning of the module. It will include graded materials (case studies, journal articles, newspaper articles) that are linked to the themes presented in class.



ECO-MI 301 MARKET & INSTITUTIONS

1. Factual information			
Module title	ECO-MI 301 Market and Institutions	Level	6
Module tutor	Mr. Alban Asllani	Credit value ECTS	20 10
Module type	CORE Taught	Notional learning hours	200

2. Rationale for the module and its links with other modules

This course provides an understanding of global financial and commodity markets, their key institutional features, and the theoretical frame of their design. The functioning of these markets underpins the effective development of any managerial action.

3. Aims of the module

The student by attending the course will be able to understand:

- how financial and commodity markets work
- the different financing options available with a firm
- the markets in different financial securities
- the history of prices
- the link existing between financial and commodities markets
- the role of the different market actors and the rationale (if any) of their behaviour

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the programme, learners will be expected to:

A2 identify and analyse complex systems, processes and environment in which the business operates

A5 recognise and clearly describe the human component in strategic analysis, decision making and managerial practices

Learning and teaching strategy includes:

- Provision of challenging, academically stimulating and engaging learning experience to enhance students' understanding in a multidisciplinary context.
- In order to provide students with the best learning experience, , innovative online and offline teaching methods will be offered.
- Examples of these methods are traditional lectures, seminars, web-based guided study, tutorial, projects, creative reflective portfolios, guided independent and group work, and case study analysis.
- A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL), in order to enhance students' employability skills.



- Provision of educational environment that supports and motivates learning, teaching and research activities of students and staff, through the promotion of training activities and professional development.

Assessment methods include: student's progress will be monitored throughout the course using the following tools; coursework reports, reviews and essays; examinations; individual reports and presentations; group assignments and presentations; analysis of case studies.

B. Cognitive skills

At the end of the module learners will be expected to:

B2 evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment

B5 research theoretical principles and assess them to design practical solutions to innovate the business

Learning and teaching strategy includes:

- Development of students' cognitive skills by encouraging them to reflect about themselves and their environment, while analysing and synthesising knowledge acquired in different topics. Creativity as well as analytical and critical thoughts are encouraged in evaluating and applying business theories and principles in complex simulated or real scenarios.
- Provision of the main vehicles for further development of the cognitive skills through seminars, tutorials and case studies
- Encouraging students to interact with lecturers and peers using relevant examples and current research in the main subject areas, to build valuable knowledge as well as enhancing their individual attitudes and strengths.

Assessment methods include written examinations; individual and group presentations; analysis of case studies; preparation of essays and problem sets critically reviewing theories and practice in global management.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

Learning and teaching strategy includes:

- Development of students' practical skills through a problem-based approach, that takes into account employ- ability skills and creative decision making, with the support of different teaching and learning techniques (seminars, team projects, tutorials, dissertation findings)
- Use of a wide variety of subject-specific and industry materials to develop students' decision-making abilities, self-organisation and time management.
- Development of students' key skills with a particular emphasis on communication and working with others through seminar and tutorial sessions. Students are required to prepare and present different types of information (qualitative and quantitative) orally and in writing using a variety of media and IT methods.



- Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.
- Development of students' lifelong learning attitude through continuous personal and professional development.
- Development of leadership abilities and commercial awareness to prepare students for a career in the global context.

Assessment methods include written examinations, individual and group coursework assignments, presentation and justification of results and recommendations.

D. Key transferable skills

At the end of the module, learners will be expected to:

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

D9 operate in the global arena recognising and evaluating contemporary complexity and cross country culture

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Learning and teaching strategy includes:

- Use of information technology for collecting, analysing and presenting information
- Development of students' key skills within independent and supervised contexts. Students will learn how to apply creative approach to generate solutions to various business problems.
- Use of different study situations as students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.
- Provision of opportunities for students to demonstrate their key strengths and values and further develop them through personal development planning sessions.
- Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.
- Development of students' lifelong learning attitude through continuous personal and professional development.
- Deepening of students' analytical, entrepreneurial, collaborative and independent research skills requiring the performance under pressure in timed assessment conditions or to the given deadlines.
- Giving full consideration to ethical aspects of global business practice and development of students' ability to respond positively to new challenges which are prevalent in the global business environment.

Assessment methods include individual and group assignments and presentations; preparation of essays and problem sets; analysis of case studies.

6. Indicative content

The course addresses the following topics:

- Market microstructure of main markets
- Main mechanisms behind financial stability and instability



- Systemic risk, contagion, default
- Regulation of financial systems
- Financial markets institutions (rating agencies, central banks, international institutions)

7. Assessment strategy, assessment methods and their relative weightings

Essay (30%): Each student will be required to submit a 2,000 word essay on a case analysis, that should demonstrate student's understanding of financial markets and general concepts in relation to market actors, while formulating practical solution/ideas for a specific issue.

Sit in exam (70%): two hours, that comprises:

- **General topic (40%):** the student is expected to answer to two out of three general topics regarding the core arguments of the course. The weight is 20% for each answer.
- **Quizzes (30%):** the student is expected to answer to twenty out of thirty quizzes regarding specific arguments discussed during the course.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes										
	A2	A5	B2	B5	C1	C4	C5	D6	D8	D9	D12
Essay	X		X	X	X	X		X			X
Final Exam		X	X	X	X	X	X	X	X	X	

9. Teaching staff associated with the module

Mr. Alban Asllani. Office appointments upon request.

10. Key reading list

Frederic S Mishkin, and Stanley Eakins (2015). *Financial markets and institutions*. Pearson Publishing.

11. Other indicative text

Joseph M. Pimbley and Laurel McDevitt (2014). *Banking on Failure: Fixing the Fiasco of Junk Banks, Government Bailouts, and Fiat Money*. Maxwell Consulting.



1. 1. Factual information			
Module title	MAN-SMARK 303 Strategic Marketing Management	Level	6
Module tutor	Ms. Eleftheria Florou	Credit value ECTS	20 10
Module type	CORE taught	Notional learning hours	200

2. Rationale for the module and its links with other modules

As follow up of Principles of Marketing, the module focuses on the process of developing and implementing a marketing strategy in order to achieve competitive advantage. Several key factors compete to help an organisation gaining such an advantage, and marketing is definitely one of them. Its link with previous studies in marketing and its nature of practical application of strategic management and applied buyer behaviour in the context of marketing, is clear, as well as its global dimension that takes into account our modern era of uncertainty and change.

3. Aims of the module

The module aims to provide students with in-depth knowledge of how to identify a strategic target market, and subsequently how to create and maintain a competitive advantage that can guarantee success for the business.

Students will test, apply and deepen their prior knowledge in marketing principles and techniques in an international context. With an understanding of the basics in consumer behaviour and strategic management, students will also be able to critically analyse marketing strategies in relation to target market and competitive position. Therefore, the module will provide a solid basis for further understanding of marketing and the complexity behind organisational environment.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A2 identify and analyse complex systems, processes and environment in which the business operates

A7 evaluate and compare different business scenarios in global environment as informed by business management, financial management, and marketing management.

A8 identify potential competitive advantage of the business in a target market and design innovative approaches to maximise it

Learning and teaching strategy.

Learning outcomes as identified will be achieved through lectures, flipped classroom exercises, workshops lead by peers and coursework assignments. The analysis of several case studies in interactive ways, both individually and through group discussions, will also be part of the teaching strategies.



B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B2 evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment

B6 Adapt and utilise prior knowledge and new information in order to critically present a solution to a given problem

Learning and teaching strategy.

Through active participation and independent research, as well as reflection on a variety of topics, students will achieve learning outcomes B1 and B2. Learning and teaching strategies will include flipped classroom exercises and presentation to lecturers and peers of students' team and individual assignment. Reflection on themselves as customers and competitors to analyse marketing strategies is also required as part of the learning and teaching process.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C3 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

Learning and teaching strategy.

The coursework assignments, lectures, seminars and group discussion provide the chance to achieve learning outcome C1, C2 and C3, using case studies, news and feedback as means for analysing a complex business environment.

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently

D3 employ research skills using different IT tools, online resources and database

D4 demonstrate to be collaborative in team projects

D5 clearly communicate orally and in writing, for academic and professional audiences

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D10 use of a reflective approach to evaluate concepts and scenarios

D11 use a problem-based approach to improve employability skills

Learning and teaching strategy.

Coursework assignments, as well as participation in classroom, use of blended teaching, effective feedback and peer evaluation are among the methods used in this module to achieve important employability skills.

Other important skills will be gained and developed through the poster assignment, such as creativity, teamwork, ability to effectively communicate to others and express personal ideas and point of views.



6. Indicative content

The module will typically cover the following topics:

- introduction to strategic marketing and its definition; strategic marketing planning;
- analysis of competitive markets, customers and competitors;
- the importance to understand the organisation and its resources; where it could be with current and future competitive positions;
- research and selection of market targets and relative competitive positioning strategies;
- how do the organisation compete: through marketing mix, innovation, superior service and customer relationship?
- the role of the customer in strategic marketing management;
- implementing the marketing strategy and its global dimension.

7. Assessment strategy, assessment methods and their relative weightings

FORMATIVE

Online Quizzes : two online quizzes that can test students' understanding and evaluate their progress throughout the module. They consist of multiple choice questions on topics explained and discussed in class and during seminars. Their main objective is to prepare gradually students in their own time and comfort zone, in order to build on their knowledge and understanding of theoretical approaches and principles.

SUMMATIVE:

Team poster assignment (50%): the assignment consists in a physical or interactive poster that analyses a contemporary global strategic marketing case chosen from a list assigned by the Lecturer at the beginning of the Module. Each student will analyse the business target market, evaluate competitors' strategies, present the marketing rationale behind the plan, and suggest an original marketing proposition for the future of the business according to its current and/or future competitive positioning. Creative design of the marketing research and reflective strategic planning process should be submitted as well.

Please note that each student will receive an individual mark for their specific contribution to the group (assessed by the Instructor through individual oral presentation, essay or similar). In case the minimum number of students (three) is not reached, the poster assignment will be individual.

Final Written Exam (50%) : two hour exam at the end of the term, consisting in four open questions (25 points each, for a total of 100 points).

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A2	A7	A8	B1	B2	B6	C1	C2	C3	D2	D3	D4	D5	D6	D10	D11
Poster	X	X	X	X		X	X	X	X		X	X	X	X	X	X
Exam	X	X		X	X					X			X	X		



9. Teaching staff associated with the module

Ms. Eleftheria Florou. Office appointments before/after class upon request.

10. Key reading list

Graham Hooley, Nigel Piercy, Brigitte Nicoulaud, John Rudd (2017). *Marketing strategy and competitive positioning*. Pearson publishing.

11. Other indicative text

Svend Hollensen (2017). *Global marketing*. Pearson Publishing, UK.

Gary Armstrong, Philip Kotler & Marc Oliver Opresnik (2016). *Marketing: An Introduction*. Pearson Publishing.

Michael R. Solomon (2017). *Consumer Behavior: Buying, Having, and Being*. Global edition. Pearson Publishing.

McDonald, M. (2010). *Marketing Planning*. Elsevier. London.

Solomon, M., Marshall, G., Stuart, E., Barnes, B. & Mitchell, V. (2009). *Marketing: Real People Real Decisions*. Pearson Publishing.

Usuri, J.C. & Lee, J. (2009). *Marketing Across Cultures*. Pearson Publishing.

Case studies and online resources indicate by the Lecturer during the term.

Other journal articles suggested by the instructor during the module, from 'Marketing', 'Marketing Week' and 'Management Today'.

WARC www.warc.com



MAN-SA 304 STRATEGIC ANALYSIS

1. Factual information			
Module title	MAN-SA 304 Strategic Analysis	Level	6
Module tutor	Dr. Alessandro Sancino Dr. Alessandro Braga	Credit value ECTS Credits	15 7.5
Module type	CORE taught	Notional learning hours	150

2. Rationale for the module and its links with other modules

Strategic analysis is an important part of company's decision-making process. In the current complicated and challenging environment, firms need to work out appropriate strategies to create competitive advantages and successfully survive in the long-term. Managers have to fully understand macro and business environment in which their company operates and to consider all possible opportunities and threats while carrying out strategic decision-making.

This module introduces students to the main concepts of strategic analysis in a global environment and is closely related to other modules on management and strategy at levels 4-6. The module will also extend students' theoretical and practical knowledge by presenting contemporary issues in strategic thinking. The knowledge of and the appropriate application of strategic analysis is crucial for the successful development of any business and, therefore, represents an important part of any management related degree.

3. Aims of the module

The aim of the module is to introduce students to the main concepts, frameworks and practices of strategic analysis. Students will learn strategic tools and techniques that can be used in the global business decision-making process. They will also study how organisations formulate, implement, and evaluate strategies and how firms examine different strategic alternatives. The module develops students' ability to respond quickly to the challenging business environment. It also develops students' strategic thinking and analytical skills necessary to work out business decisions for maintaining and achieving competitive advantages.

This module incorporates analytical and practical perspectives on strategy analysis tailored to the needs of leaders in a global environment. Given the universal nature of strategic analysis, it can be applied to any organisation from the largest global companies to small and medium enterprises in any sector or country. The module also integrates international issues using case-study analysis to strengthen its global focus.

The course consists of lectures in which students are introduced to the main concepts and practical frameworks and seminars when students can apply strategic analysis to a real situation. Case analysis and group discussions represent an integral part of the lessons.

4. Pre-requisite modules or specified entry requirements

Successful completion of MAN-STRAT 206 Strategic Management.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:



A6 demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour

A8 identify potential competitive advantage of the business in a target market and design innovative approaches to maximise it

A11 demonstrate a solid foundation for further study or professional development

Learning and teaching strategy includes:

- Provision of challenging, academically stimulating and engaging learning experience.
- A particular emphasis will be given to teaching methods that result in combination of theoretical learning and practical application, in particular through a problem-based approach (PBL).

The module consists of lectures and seminars. The aim of the lectures is to introduce students to the main concepts, frameworks and tools of strategic analysis. Seminars will provide students an opportunity to apply these concepts and tools in the classroom based on real-world cases.

B. Cognitive skills

At the end of the module learners will be expected to:

B3 creatively formulate and solve business problems using different tools and techniques from a variety of resources

B6 adapt and utilise prior knowledge and new information in order to critically present a solution to a given problem

Learning and teaching strategy includes:

- Development of students' cognitive skills by encouraging them to reflect about themselves and their environment, while analysing and synthesising knowledge acquired during the module.
- Provision of the main vehicles for further development of the cognitive skills through seminars, tutorials and case studies.
- Encouraging students to interact with lecturers and peers using relevant examples and current research in the main subject areas.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

Learning and teaching strategy includes:

- Development of students' practical skills through a problem-based approach, that takes into account employability skills and creative decision making.
- Use of a wide variety of subject-specific and industry materials to develop students' decision-making abilities, self-organisation and time management.
- Development of students' lifelong learning attitude through continuous personal and professional development.

D. Key transferable skills

At the end of the module, learners will be expected to:

D4 demonstrate to be collaborative in team projects



D5 clearly communicate orally and in writing, for academic and professional audiences

D11 use a problem-based approach to improve employability skills

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Learning and teaching strategy includes:

- Development of students' key skills within independent and supervised contexts.
- Use of different study situations. Students will have an opportunity to work with others from various cultural backgrounds and take into account individual needs of other people.
- Use of a set of problem-solving techniques and effective group discussions to develop students' ability to negotiate and influence others to achieve mutually beneficial goals, and solve business problems in a global perspective.

6. Indicative content

The module will cover topics such as:

- Strategy and competitive advantage
- Macro and Micro environment
- Strategic tools (PESTLE, 7S's model, SWOT, Porter's Five Forces)
- Corporate and business strategies
- Strategy versus societal problems
- Strategy in public and non-profit organisations

7. Assessment strategy, assessment methods and their relative weightings

The assessment for this module takes the form of a written assignment with presentation and a final examination with the relative weightings as following:

- Written assignment with presentation (40%)
- Final examination (60%)

The written assignment will require students to work individually to research and analyse a selected organisation in a selected industry. Each student will then present the results in a classroom. A list of suggested companies and industries will be provided by the lecturer. This assignment will allow students to demonstrate their research, analytical, strategic and communication skills.

The final examination consists of a combination of a written test and a written case-study analysis. Students will have to demonstrate their knowledge of the concepts and frameworks learned during the course and their ability to apply this knowledge to real-world business cases.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes										
	A6	A8	A1 1	B3	B6	C4	C5	D4	D5	D1 1	D1 2
Written assignment		X	X	X			X	X	X		X
Final examination	X		X		X	X			X	X	X



9. Teaching staff associated with the module

Dr. Alessandro Braga. Office appointments after/before classes upon request.

Dr. Alessandro Sancino. Office appointments after/before classes upon request.

10. Key reading list

J. B. Barney & W. S. Hesterly (2008). *Strategic Management and Competitive Advantage*. Upper Saddle River, NJ: Pearson Prentice Hall.

11. Other indicative text

Case studies and online resources indicated by the Lecturer during the course. Journal articles suggested by the instructor during the module.



MAN-GC 305 MANAGING THE GLOBAL CHALLENGE

1. Factual information			
Module title	MAN-GC 305 Managing the Global Challenge	Level	6
Module tutor	Ms. Nooreen Jafferkhan	Credit value ECTS	20 10
Module type	CORE taught	Notional learning hours	200

2. Rationale for the module and its links with other modules

Managers and leaders face everyday more complex issues related to globalisation. How can they be ready for such disrupt events? The module is designed as a final analytical evaluation of the tools, theories, practices and principles presented during the whole programme, linking that prior knowledge to actual global challenges.

3. Aims of the module

Students are at the end of their BA, and while we try to teach them that we all are life-long learners, the module is designed to recap what they have learned and once again help them applying that knowledge to actual issues that businesses and our society face constantly.

Using tools such as design thinking, creativity and knowledge management, students will have the chance to think strategically about global issues such as climate, poverty and human rights. The main objective of this module is to enhance students' critical analysis of a difficult problem, and list a series of credible solutions that prove their ability to become change agents.

4. Pre-requisite modules or specified entry requirements

None.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A6 Demonstrate knowledge of the key factors affecting strategic decision-making in business practice, and present analytical inputs for innovative organisational behaviour

A11 demonstrate a solid foundation for further study or professional development

A12 critically analyse contemporary global concepts through a reflective approach

Learning and teaching strategy.

The module aims to provide students with a deep understanding of the systemic links within the organisation, and their practical implications. In order to achieve these goals and offer a better engagement in learning, peer- led seminars will be organised, as well as flipped classroom exercises. Constructive, critical discussion will be encouraged in any topics, giving students a no judgemental place where to confront themselves and their ideas on ethical issues.

B. Cognitive skills

At the end of the module learners will be expected to:



B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B6 Adapt and utilise prior knowledge and new information in order to critically present a solution to a given problem

B7 integrate a reflective attitude towards the analysis of cross-cultural and global concepts, and relative solutions

Learning and teaching strategy.

The module is designed as a series of seminars and student-led focus groups, where discussion, analysis and evaluation of prior knowledge is requested.

Students will explore different learning and teaching techniques, such as flipped classroom, focus group and role plays. They will be encouraged to research topics before the seminar, in order to actively participate.

C. Practical and professional skills

At the end of the module, learners will be expected to:

C2 design creative strategies to synthesise information in a global context to generate new approaches to business matters

C3 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C4 identify and analyse the business environment in a global perspective, in order to enhance the effectivity of decision making and response to change

Learning and teaching strategy.

The assignment and student-led activities provide the meanings to achieve learning outcomes C2, C3 and C4. Independent work as well as reflective process and discussion with peers offer the chance to build on practical and professional skills, both for individual and team projects.

D. Key transferable skills

At the end of the module, learners will be expected to:

D1 use creativity in problem solving and decision making

D2 demonstrate the ability to work independently

D5 clearly communicate orally and in writing, for academic and professional audiences

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D9 operate in the global arena recognising and evaluating contemporary complexity and cross country culture

D10 use of a reflective approach to evaluate concepts and scenarios

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

Learning and teaching strategy includes active participation, independent study and research, as well as reflection on writing the assignment.



6. Indicative content

The module will cover different global challenges, such as poverty, immigration, water and food, and so on. Students' suggestion of specific arguments are welcome. For every topic, appropriate case studies will be presented and they will be used as starting point for conversation. Students are encouraged to come to class prepared, and in few occasions there will be the chance to try a flipped classroom approach.

7. Assessment strategy, assessment methods and their relative weightings

The assessment is SUMMATIVE of:

Presentation (30%) of one or more related topics that the student found interesting during the module.

Reflective writing (70%) : students are required to present a reflecting piece of writing, 3,000 word long, about one or more global issues that they want to analyse. Case studies and theoretical positions presented during lectures/seminars/focus groups can be used as support for their individual paper.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes															
	A6	A1 1	A1 2	B1	B6	B7	C2	C3	C4	D1	D2	D5	D6	D9	D1 0	D1 2
Presentation	X			X	X		X			X		X	X	X	X	
Reflective Writing	X	X	X	X		X		X	X		X	X		X		X

9. Teaching staff associated with the module

Ms. Nooreen Jaffer Khan (ML). Office appointments upon request.

10. Key reading list

Selected readings from:

Goldman Schuyler, K.; Baugher, J.E., & Jironet, K. (2016). *Creative Social Change: Leadership for a Healthy World (Building Leadership Bridges)*. Emerald Group Publishing.

Bartlett, C. and Beamish, P. (2011). *Transnational Management: Texts, Cases, and Readings in Cross-Border Management*. 6th Ed. Maidenhead: McGraw-Hill.

Daniels, J. D., Radebaugh, L.H. and Sullivan, D.P. (2013). *International Business Environments and Operations*. 14th Ed. Harlow: Pearson.

Deresky, H. (2014). *International Management: Managing Across Borders and Cultures*. 8th Ed. Harlow: Pearson.

Guay, T. R. (2014). *The Business Environment of Europe: Firms, Governments, and Institutions*. Cambridge: Cambridge University Press.

Peng, M. (2014). *Global Business*. 3rd Ed. Cengage Learning.



11. Other indicative text

Case studies given by the instructor.

Daily UK and international credible newspapers, such as The Financial Times, The Sunday Times, The New York Times and so on.

www.IMF.org



COMP 301 DISSERTATION

1. Factual information			
Module title	COMP 301 Dissertation	Level	6
Module tutor	A member of academic staff, according to availability and students' interest	Credit value ECTS	20 10
Module type	Core project	Notional learning hours	200

2. Rationale for the module and its links with other modules

The module is designed to offer guidance and support to students at the end of their three-year programme. Students have already successfully completed Research Methods modules and should be able at this stage to apply qualitative and quantitative methods to specific topic-related knowledge, in order to submit an original piece of work in a subject chosen by them.

The module does not offer lectures, however practical seminars in social sciences research methods are offered as well as a supervisor that works closely to the students and meet them regularly. The module aims to develop in students the ability to use the analysed data to produce a coherent and structured dissertation, that takes into account formative feedback and guidance from their supervisor, as well as their prior learning, in order to fulfil their research questions and objectives.

3. Aims of the module

The module aims to support and guide students while they independently produce a piece of academic research, called dissertation. Students have the opportunity to apply their prior knowledge in qualitative and quantitative research methods for business, to a chosen subject they particularly liked.

A supervisor will be assigned among our academic staff, usually in consideration of the chosen subject. Formative feedback will be provided, along with suggestions for further studies. Students will be expected to demonstrate their awareness of the theoretical, philosophical and practical consequences of the theories used to answer their research questions.

4. Pre-requisite modules or specified entry requirements

Successful completion of all other modules within the programme.

5. Intended learning outcomes

A. Knowledge and understanding

At the end of the module, learners will be expected to:

A11 demonstrate a solid foundation for further study or professional development

A12 critically analyse contemporary global concepts through a reflective approach

B. Cognitive skills

At the end of the module learners will be expected to:

B1 demonstrate critical thinking, analysis and synthesis of complex management, financial and economics issues

B2 evaluate the effectiveness of different theoretical approaches and practical tools to manage complex scenarios in a global environment



B4 identify contemporary global issues and evaluate managerial, organisational and economical concepts to analyse the market

B5 research theoretical principles and assess them to design practical solutions to innovate the business

B7 integrate a reflective attitude towards the analysis of cross-cultural and global concepts, and relative solutions

C. Practical and professional skills

At the end of the module, learners will be expected to:

C1 apply relevant techniques to analyse data in order to solve structured or unstructured complex business issues

C3 apply a variety of IT tools, work-based practices and theoretical research to test the feasibility of new ideas

C5 integrate research and work based approaches in order to analyse a business, both internally and in the global context

D. Key transferable skills

At the end of the module, learners will be expected to:

D2 demonstrate the ability to work independently

D3 employ research skills using different IT tools, online resources and database

D5 clearly communicate orally and in writing, for academic and professional audiences

D6 present original opinions and solutions in a global-oriented perspective, supported by theoretical references and/or practical solutions

D7 produce, manipulate, interpret and present data to evaluate business matters

D8 solve managerial problems through the understanding of the human component of a business, using both qualitative and quantitative techniques

D9 operate in the global arena recognising and evaluating contemporary complexity and cross country culture

D10 use a reflective approach to evaluate concepts and scenarios

D11 use a problem-based approach to improve employability skills

D12 develop a lifelong learning attitude through continuous professional development and questioning, both in academic and practical matters

6. Indicative content

Students will undertake independent research, while taking advantage of the support and feedback from their designated or chosen supervisor.

Specific material can be accessed on the VLE Personal Page, as a mean to provide further guidance and support along with regular meetings with a supervisor. Students are encouraged to independently research databases and other reading materials, available online 24/7.

Guidance on referencing and good academic conduct are offered on the VLE Personal Page. Students can also benefit from submitting their drafts to TurnItIn for a similarity and grammar check.

7. Assessment strategy, assessment methods and their relative weightings

Students are required to take independent research, applying prior knowledge and conducting self-directed study. A supervisor will guide them through the overall process, offering academic advice and formative feedback.



Dissertation draft(s) (10%): students can benefit from submitting to their supervisor one draft of their dissertation. They are encouraged to submit it first to TurnItIn, and in case the supervisor believes the student will need to modify a substantial part of it, a second draft can be submitted. Students must address their supervisor's comments and feedback before re-submitting.

Dissertation (90%) : The student will be assessed on their final submitted dissertation of 8,000 words. This assessment requires that students engage effectively with a research project that relies on planning, data collection, data analysis resulting in a well-planned and well-written individual academic research submission.

8. Mapping of assessment tasks to learning outcomes																				
Assess ment tasks	Learning outcomes																			
	A1 1	A1 2	B1	B2	B4	B5	B7	C1	C3	C5	D2	D3	D5	D6	D7	D8	D9	D1 0	D1 1	D1 2
Dissertatio n	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

9. Teaching staff associated with the module

A member of our academic staff will be appointed as supervisor, according to staff availability and students' interest on the topic.

10. Key reading list

Rayner, S. & White, B. (2014). *Dissertation skills for Business and Management students*. Engage Learning EMEA.

11. Other indicative text

Bryman, A. & Bell, E. (2011) *Business Research Methods*. Oxford University Press.

Cooper, D. & Schindler, P. (latest ed.). *Business Research Methods*. McGraw-Hill/Irwin.

Oliver, P. (2011). *Understanding the Research Process*. Sage Publications, UK.

Polonski, M. & Waller, D. (2010). *Designing and Managing a Research Project: A Business Student's Guide*. Sage Publications, UK.

Sekaran, U & Bougie, R. (2010). *Research Methods for Business: A Skill Building Approach*. 5th Edition. Wiley.





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