

## **UNITS**

### **CONTENTS**

#### **Core Units for Personnel**

Business Analysis and Modelling	2
Business and Dissertation	5
Contemporary Business Issues	8
Finance Management	10
Strategic Marketing Management	13

## **BUSINESS ANALYSIS AND MODELLING**

### **UNIT DESCRIPTION**

This third level core unit enforces business research methods for those students who are direct entrants to level three of the BA (Hons) Business and Top-up Programme. Concepts of statistical analysis will be further developed, and the concept of business modelling will be introduced through a range of techniques and business scenarios. Computer packages will be used whenever appropriate.

As a foundation to research based units at Level Three, this unit looks at research techniques and methods of researching. The combination of fact finding and statistical analysis prepares students for the vigours of third year work, where students are expected to critically analyse and evaluate solutions to business problems.

#### **Aims:**

- a** To identify and evaluate the statistical techniques used in business analysis.
- b** To evaluate the different modelling techniques used in business analysis.
- c** To analyse and evaluate appropriate research techniques for a variety of business situations and problems.
- d** To develop research, numeracy and IT skills necessary for business analysis.

### **LEARNING OUTCOMES**

#### **1 Understanding and knowledge**

- i identify the different methods used to analyse business data and information
- ii identify the needs for computerised analysis of business data and information
- iii recognise the importance of the data and information analysis to a business

#### **2 Cognitive skills**

- i apply and develop suitable methods of analysis and modelling to a variety of business situations
- ii differentiate between a variety of research techniques and apply the most appropriate technique for a given situation

#### **3 Practical and Professional skills**

- i use business modelling and statistical techniques to aid in the solution of a variety of business situations
- ii use computer software packages to apply business and statistical techniques
- iii research a business situation

#### **4 Transferable (general) and Key skills**

- i make effective use of numerical data
- ii make effective use of IT
- iii communicate effectively by written and oral means

### **AREAS OF STUDY**

The unit will specifically focus on the business analysis, business modelling and research techniques that may be required to find a solution to a practical business situation.

**Project Planning:** Network analysis and resource planning. Critical path and PERT analysis.

**Modelling Techniques:** Commonly used business modelling techniques such as stock control, simulation, linear programming.

**Sampling and Statistical Inference:** The sampling distributions of means and proportions. Estimation and significance tests.

**Research Techniques:** The use of interviews, questionnaires, observation, record searching and case studies. Primary data, secondary data and tertiary data. How to research by conventional methods and how to use the Internet as a means of research.

### **ASSESSMENT (Genesis Data)**

**1 Mini-project –individual - 3 in total**

weighting: 40% in total  
assessment type: Project (**PROJ**)  
special facilities: None  
duration: In-course

**2 Case Study**

weighting: 60%  
assessment type: Case Study (**CAST**)  
special facilities: Open book, library and computer facilities  
duration: One day

### **ASSESSMENT STRATEGY**

#### **Coursework assessments**

Made up of three in-course mini projects and a case study. Students need a minimum of 35% in the Case study assessment and a combined minimum of 35% for the other three assessments, with an overall mark of 40%, to pass the unit.

Each test will be in the form of a mini assignment and will be designed to test students ability to apply relevant concepts and theories in solving small problems and their ability to articulate understanding. Each test will also give students the opportunity to practice use of different communications methods that may not have been used prior to admission to the course. Assessment by this method will give the students feedback on how they are progressing within the unit.

		Learning Outcomes			
Assessment	Weighting	1	2	3	4
In-course tests	40%	X	X	X	X
Case Study	60%	X	X	X	X

## INDICATIVE READING

### **Core Text**

Cameron, S. 2001 The MBA Handbook, 4<sup>th</sup> edition. Prentice Hall, UK

Saunders, Mark et al 2000 Research Methods for Business Students 2<sup>nd</sup> Ed Prentice Hall,UK

Thomas Richard 1997 Quantitative Methods for Business Studies Prentice Hall, UK

### **Recommended Reading**

Curnock A. 1996 Quantitative Methods in Business Stanley Thornes

Edwards, John & Finlay, Paul 1997 Decision Making with Computers Pitman Publishing, London

Gill & Johnson 1997 Research Methods for Managers Paul Chapman

Morris C. 1996 Quantitative Approaches in Business Studies Pitman Publishing, London

Oakshott L. 1998 Essential Quantitative Methods MacMillan

Robson et al 1995 Designing and Building Business Models Using Excel McGraw

Salkind N 2000 Exploring Research 4<sup>th</sup> Ed Prentice Hall, New Jersey

Sekaran U 2000 Research Methods for Business 3<sup>rd</sup> Ed Wiley, USA

Whigham D. 1998 Quantitative Business Methods Using Excel Whitaker

Wisniewski M. 1997 Quantitative Methods for Decision Makers Pitman Publishing, UK

## **BUSINESS AND DISSERTATION**

### **UNIT DESCRIPTION**

Lectures will be delivered for four weeks only and each student will be supported by a dissertation tutor for an average of ½ hour each week on an individual basis.

Where normal timetabled sessions do not take place, additional directed learning will be provided, and/or students are expected to undertake additional independent learning.

This unit integrates the issues addressed in the course around a dissertation of the student's choice within the chosen pathway. As such this enables a student to apply the theory of Business and Personnel, or Business and Finance, or Business and Marketing, or Business and Management Studies to a particular issue.

The unit will give students the opportunity to apply the subjects studied at HND and undergraduate level to an issue that indicates their ability to work independently and meet the graduate challenge.

This unit requires each student, independently, to research, write and submit a dissertation of approximately 10,000 words. The dissertation must be directly relevant to the students chosen pathway within a modern market economy and must be grounded in relevant business and other appropriate theory. It may involve an exploration of some aspect of the business literature in more depth; applying theory to solve a hypothetical or practical problem with a personnel, finance, marketing or business management focus; developing a business based case study; or any other approach negotiated between the student and his/her tutor, and approved by the unit leader.

Undertaking the dissertation will require each student to draw on HND units studied previously; it is also anticipated that each student will make intellectual connections with units studied concurrently at level 3.

### **LEARNING OUTCOMES**

#### **1. Understanding and knowledge**

- i To carry out a dissertation drawing on various key functional areas within the business/sector under study. This will involve one of the following:- personnel, finance, marketing or business management.
- ii To incorporate into a dissertation the latest body of knowledge on business theories related to the chosen pathway.
- iii To demonstrate the ability to undertake the research that is required to produce a dissertation.

#### **2. Cognitive skills**

- i To delineate the relevant objectives for a dissertation
- ii To analyse information appropriate to set objectives
- iii To recognise the links between the different aspects of the dissertation.

#### **3. Practical and Professional skills**

- i Have managed a dissertation through from conception to delivery
- ii To select and evaluate information for a dissertation from a range of relevant sources
- iii To plan the timing and delivery of a dissertation

#### 4. Transferable (general) and Key skills

- i To effectively manage a time constraints effectively
- ii To utilise appropriate information technology for a set task
- iii To locate and exploit information and research sources
- iv To communicate effectively
- v To deal with business research issues adopting a professional approach

#### **AREAS OF STUDY**

Early lectures will guide the students towards suitable research with respect to the dissertation proposal that was developed during the Business Analysis and Research unit. They will also indicate to the students a structure and pathway for their dissertation.

Students will be allocated a dissertation tutor to provide ongoing support. This unit is clearly different from more 'conventional' teaching units since it is primarily student driven. The lecturer and dissertation tutor act as facilitators rather than instructors or teachers. The emphasis will therefore be on learning by doing.

#### **ASSESSMENT**

##### **Coursework assessment(s)**

##### **Dissertation**

weighting %:	100%
assessment type:	<b>WRIT</b>

#### **ASSESSMENT STRATEGY**

The proposal for the Dissertation will be produced as part of the assessed work within Business Analysis and Modelling. An updated version of the proposal will form part of the completed appendices.

The dissertations produced by students will be assessed against the following criteria, which are linked directly to the unit's learning outcomes. Evidence will be required in the dissertation of:

##### **Criterion 1**

In depth understanding of the business issues relating to the chosen pathway, and the presentation of some of those issues as a proposal for the dissertation. (15% of Unit Mark)

##### **Criterion 2**

In-depth knowledge and understanding of business theories and models and, where appropriate, their application to hypothetical or practical problems (20% of Unit Mark)

##### **Criterion 3**

An ability to critically analysis and evaluate competing theories, synthesize and integrate different information sources and develop testable hypotheses, problems or case studies (20% of Unit Mark)

Criterion 4

Effective and relevant research having been undertaken (20 % of Unit Mark)

Criterion 5

The ability to communicate effectively (15% of Unit Mark)

Criterion 6

Having worked and learned independently (10% of Unit Mark).

## **INDICATIVE READING**

### **6. Core Text**

Cameron, S. 2001 The MBA Handbook, 4<sup>th</sup> edition. Prentice Hall, UK

Saunders, Mark et al 2000 Research Methods for Business Students 2<sup>nd</sup> Ed Prentice Hall,UK

### **7. Recommended Reading**

Cooper, D.R. 1998 Business Research Methods. 6<sup>th</sup> edition. New York: McGraw Hill.

Cooper, H. 1998 Synthesising Research: A Guide for Literature Reviews. 3<sup>rd</sup> edition.

London: Sage

Cresswell, J. 1998 Research Design: Qualitative and Quantitative Approaches. London:

Sage

Easterby-Smith, Mark, Thorpe Richard, and Lowe, Andy. 1991 Management Research; An Introduction. London: Sage

Howard, Keith and Sharp, John A. 1994 The Management of a Student Research Project.

Aldershot: Gower

Hussey J & Hussey R. Business Research. 1997 A Practical Guide for Undergraduate and Postgraduate Students. Basingstoke: Macmillan Business.

Jones, S.G. 1998 Doing Internet Research: Critical Issues and Methods for Examining the Net. Thousand Oaks, Ca: Sage.

Kerwin, John B. 1992 Methods for Business Research. New York: Harper Collins.

## **CONTEMPORARY BUSINESS ISSUES**

### **UNIT DESCRIPTION**

This unit examines some of the most important contemporary issues faced by business organisations at the start of the new Millennium, raising students' awareness and preparing them for the challenges which they might face in a decision making role in their business career. The content of the unit, by its nature, cannot be too prescriptive and will need to be modified as new issues assume significance. Nevertheless, it is anticipated that for the next few years contemporary issues challenging businesses will include: Green issues, Ethics, Flexible working/portfolio management, Demographic change, Globalisation, Gender issues, Trading blocks and agreements.

These issues, as well as any new developments, will be delved into and their origins, current impact and the likely direction in future will be analysed and evaluated.

### **LEARNING OUTCOMES**

By the end of the unit students should be able to:

#### **Understanding and Knowledge**

Identify contemporary business issues, analyse and discuss their relevance to businesses and their operations in the modern world.

#### **Skills and Other Attributes**

##### **Cognitive**

Critically assess the implications of a contemporary issue within a given situation.

##### **Practical and Professional Skills**

Research, analyse, report and make recommendations on dealing with the above implications.

##### **Transferable and Key Skills**

Communication- Written and oral (Report, Presentation)

### **AREAS OF STUDY**

Notwithstanding new developments affecting business operations, the areas of study will include green and environmental issues, consumerism, GM food, Ethical considerations in domestic and international business, globalisation and pressures on businesses to become global, changes in demographic and social-cultural factors (growing size of the retired population, increasing role of children in the household purchase decision, declining size of the family unit), equal opportunity issues (age, gender, sexual orientation, ethnic background), the role of trading blocks and international organisations, e.g. WTO, in promoting/hindering trade.

### **ASSESSMENT**



## Weighting

<b>60%</b>	<b>WRIT</b>	An individual assignment
<b>40%</b>	<b>PRES</b>	A group presentation. Attendance Marks will be deducted for non-attendance at presentations by other groups.

Coursework marks will be aggregated to give one overall mark.

## **ASSESSMENT STRATEGY**

The unit will be assessed by a combination of individual assignment and group presentation aimed at measuring students' attainment of the stated outcomes. The assignment will typically include analysis, evaluation and interpretation skills and will be based on a relevant contemporary issue. However, different topics will be selected at random for different groups of individuals. All assignments and presentations will be marked according to the same criteria.

## **INDICATIVE READING**

Core text

### **Recommended Reading**

Evans, M., Moutinho, L., (1999) Contemporary Issues in Marketing, Basingstoke: MacMillan Press

Magazines, Journals, Papers

The Economist  
The Financial Times

## **FINANCE MANAGEMENT**

### **UNIT DESCRIPTION**

This unit is for students who have studied issues relating to managing financial resources and focuses on the importance of the role of the management of finance. Financial planning will set the scene for the two other major areas of capital investment appraisal and interpretation of financial reports. The unit has been designed to promote financial awareness and experience within the classroom environment of applications of techniques appropriate to capital investment appraisal and interpretation of financial reports. It is intended the undergraduate students will appreciate the potential use of these techniques for a business and thereby gain an insight into the practical problems associated with their use.

A range of financial techniques will be examined and applied. Students will be made aware of the reasons for the selection and use of such techniques and their practical limitations.

The principal areas of study will be in financial planning, capital investment appraisal and the interpretation of accounts.

### **LEARNING OUTCOMES**

It is intended that by the end of the unit the student should be able to:

#### **A Understanding and knowledge**

- 1 Be aware of a range of financial management techniques that can be usefully applied to business situations.
- 2 apply and critique the financial management techniques including any limitations linked to proposed solutions.

#### **B Cognitive skills**

- 1 critically appraise the capital investment appraisal techniques and ratio interpretations.

#### **C Practical/professional skills**

- 1 identify, apply and critique appropriate financial management techniques for various business problems.

#### **D Transferable/key skills**

- 1 apply numeracy and analytical skills to the role of manager.
- 2 use external sources for research to apply appropriate techniques for solving business problems.

## AREAS OF STUDY

**1. Financial Planning:** to be aware of the significance of long, medium and short-term financial planning in business.

**2. Capital Investment Appraisal:** a review of costs associated with decision-making and the different methods of appraisal focussing on the concept of net present value. Capital rationing, sensitivity and the impact of UK tax rules will be addressed.

**3. The interpretation of financial reports and the utilisation of ratio analysis:** review of the strengths and weaknesses of the main financial statements and their significance to the user groups. Evaluate the role, application and critical evaluation of ratio analysis as an aid to interpretation.

## ASSESSMENT (Genesis Data)

### Examination assessment

weighting: 40%  
assessment type EXAM  
duration: 2 hours

### Coursework assessment

weighting: 60%  
assessment type CSWK  
duration:

## ASSESSMENT STRATEGY

The examination will be structured to require students to address a combination of technique and discussion based topics. Institute assessment regulations will apply.

The coursework will focus on student research into discussion-based areas.

Assessment Details		Learning Outcomes			
Assessment	Weighting	A	B	C	D
Coursework	60%	X	X	X	X
Examination	40%	X	X	X	X

## INDICATIVE READING

Many of the books recommended are reprinted constantly, therefore the book list to be used will reflect the latest edition at that time.

### Core Text

McLaney, EJ: 2000 *Business Finance Theory and Practice 5<sup>th</sup> Ed*, Financial Times Prentice Hall England

Watson, Denzil & Head Anthony: 2001 *Corporate Finance Principles & Practice 2<sup>nd</sup> Ed*, Financial Times Pitman Publishing England

## Recommended Reading

McLaney, Eddie & Attrill, Peter: 2002 *Accounting an Introduction 2<sup>nd</sup> Ed*, Financial Times Prentice Hall England  
Samuels, J M; Wilkes, F M & Brayshaw, R E: 1995 *Management of Company Finance 6<sup>th</sup> Ed* Chapman Hall England  
Weetman, Pauline: 2003 *Financial & Management Accounting An introduction 3<sup>rd</sup> Ed*, Financial Times Prentice Hall England  
Accountancy Journals and Financial Papers, including Financial Management and Accountancy

## **STRATEGIC MARKETING MANAGEMENT**

### **UNIT DESCRIPTION**

The unit develops students' ability analyse business situations and formulate business plans. Students are familiarised with a selection of analytical techniques, and encouraged to apply these in a variety of business situations and industry contexts.

The unit adopts a classical approach to the planning process, presenting the process of strategy development as rational, pre-planned and controllable.

### **LEARNING OUTCOMES**

By the end of the unit, the student should be able to:

#### **A. Understanding and knowledge**

- (i) Appreciate the link between strategy and competitive advantage.
- (ii) Understand a variety of models which may be used in business analysis and planning.
- (iii) Identify the key factors in the marketing environment and within the organisation which affect the success of businesses.
- (iv) Understand the classical strategy process.

#### **B. Intellectual skills**

- (i) Analyse case study material using appropriate theoretical models.
- (ii) Generate solutions to marketing problems using management theory.

#### **C. Practical and Professional skills**

- (i) Apply management theory to the solution of realistic business problems.
- (ii) Formulate business plans in response to various scenarios.

#### **D. Key skills**

- (i) Communication with others
- (ii) Use of information technology
- (iii) Application of theory to practice

### **AREAS OF STUDY**

Role of Strategic Marketing Management, Strategic Planning Process, Strategic Management and Strategic Marketing, External Analysis (including Porter's 5 forces), Internal Analysis: assets, competencies, capabilities, innovation, Value Chain, Gap Analysis, Product Life Cycle Analysis, Portfolio Analysis, Financial Analysis, Stakeholder Analysis, SWOT Analysis, Mission, Vision, Strategic Intent, Corporate and Marketing Objectives, the Balanced Scorecard, Creating Strategic Competitive Advantage, Targeting and Positioning, Branding Strategy, Product Development and Innovation, Alliances and Relationships, The Strategic Marketing Plan, The Annual Marketing Plan, Strategic Implementation, Control.

## ASSESSMENT

The unit will be assessed by coursework only, comprising:

WRIT	Written assignment (individual) (Ass 1)	50%
WRIT	Written assignment (individual) (Ass 2)	50%

Students are required to obtain an overall pass between the two different elements of the coursework.

### Assessment strategy:

The unit will be assessed using written assignments, measuring the student's attainment against the learning outcomes. The first assignment will typically assess the student skills of analysis and interpretation, the second the ability to develop appropriate strategic marketing and implementation plans.

### Assessment related to learning outcomes

	Ai	Aii	Aiii	Aiv	Bi	Bii	Ci	Cii	Di	Dii	Diii
Ass1		X	X	X	X				X	X	X
Ass2	X	X		X	X	X	X	X	X	X	X

## INDICATIVE READING

### Core text:

Drummond & Ensor, *Strategic Marketing, Planning & Control*, 2<sup>nd</sup> edition, Butterworth-Heinemann, 2001

### Recommended reading:

Aaker, *Strategic Marketing Management*, 5<sup>th</sup> edition Wiley, 1998  
Baker, *Marketing Strategy & Management*, 3<sup>rd</sup> edition, MacMillan, 2000  
Doyle, *Marketing Management & Strategy*, 3<sup>rd</sup> edition, Prentice Hall, 2002  
Wilson & Gilligan, *Strategic Marketing Management*, 2<sup>nd</sup> edition, Butterworth-Heinemann, 1997

### Journals

Business Strategy Review, London Business School/OUP  
Journal of Strategic Marketing, Routledge,  
Journal of Marketing Management, Academy of Marketing  
Journal of Marketing, American Marketing Association