



LEARNING, TEACHING AND QUALITY OFFICE

**PROPOSAL FOR COURSE(S) LEADING TO AN AWARD OF
THE UNIVERSITY OF EAST ANGLIA**

This document is in three parts:

- PART 1:** Summary of the Proposal
This section may be used for publicity purposes, once approval has been granted.
- PART 2:** Business Case
For consideration by the relevant Faculty Executive
- PART 3:** Academic Case
For consideration by the relevant Faculty Learning, Teaching and Quality Committee

All three parts need to be completed.
(There are different sections for fast-track proposals and these are clearly indicated).

For certain specified types of proposal such as change of degree title, change in School of registration, use a separate PART 4 template.

Extracts from this template will be published to form the programme specification.

| Course Title(s) |
|--|
| MSc Advanced Business Management (Norwich) MSc Sustainable Business (Norwich) MSc Investment and Financial Management (Norwich) MSc Advanced Management (London) MSc Entrepreneurship and Strategy (London) |

ROUTE FOR APPROVAL (Please refer to the accompanying guidance notes and use the questions below to help you determine the most appropriate route)

| | | | |
|--|--|--|--|
| PRC Approval Required (Subject area new to UEA) | | LTC Approval in Principle Required (Subject area new to UEA or new to School) | |
| Full | | Fast-Track | |

PART ONE - SUMMARY OF THE PROPOSAL

(This section may be used for publicity purposes. Please attach to the Business Case and to the Academic Case.)

| | | | |
|--|---|------------------------------|---|
| S1 | SUBJECT AREA(S) (please state) | | |
| | Is the subject area new to the University? If yes, needs LTC and PRC approval | No | |
| | Is the subject area new to the School? If yes, needs LTC approval in principle | No | |
| (If yes to either question, the fast-track route is not applicable). | | | |
| S2 | PROFESSIONAL AWARD (if any) | MSc | |
| S3 | ACCREDITING/VALIDATING BODY (if relevant) | No | |
| S4 | LEVEL | Sub-degree (e.g. Cert. Dip.) | |
| | | Undergraduate | |
| | | Integrated Masters | |
| | | Masters | ✓ |
| | | Postgraduate Research | |
| S5 | AVAILABLE FROM (academic session) <i>Insert (mm/yyyy)</i> | September/2013 | |
| S6 | SCHOOL OF STUDIES | Norwich Business School | |

Please complete the following section for each new course being proposed

Course One

| | | | |
|------------|---|----------------------------------|----|
| S7 | COURSE TITLE | MSc Advanced Business Management | |
| S8 | AWARD (e.g. BSc, MA) | MSc | |
| S9 | DURATION (years or months) | One Year | |
| S10 | MODE OF ATTENDANCE (full-time, part-time, distance, other) | Full-time | |
| S11 | PLACEMENT(S) / WORK-BASED LEARNING REQUIRED | YES | |
| | | NO | No |

S
12

COURSE HIGHLIGHTS (for publication)

Norwich Business School intends to provide a 12-month full-time cognate MSc course to be offered in Norwich for launch in September 2013. This new masters course will build on Norwich Business School's success in developing prevocational and post experience master courses for the international market place and emphasise employment and skills acquisition for those who aspire to enter management.

This course will be a "Type 1" Career entry Master's Degrees (QAA Masters Benchmarking Statement in Business and Management, 2007). It will build upon prior knowledge and skills gained from a relevant first degree in the business/management field and prior experience if appropriate. Masters graduates from this course will be able to demonstrate deep knowledge and understanding of the several subject areas of business and management while placing that subject within a wider organisational and contextual framework. It is expected that they will develop techniques and skills to understand and research current issues and thinking in the subject area. Graduates will gain a sound theoretical grounding in specific areas of business and management and will have developed a range of analytical and personal skills.

The proposed MSc Advanced Business Management is designed around a common structure requiring students to take six 20-credit modules in the first two semesters plus a rigorous 60 credit dissertation in the summer for the 12-month programme.

Semester 1, students are required to take three compulsory modules, worth a total of 60 credits that cover different core aspects of advanced business management: Advanced Business Finance; Delivering High Performance; Marketing Theory and Practice respectively.

Semester 2, students are required to take three compulsory modules, each worth 20 credits that cover areas to further develop students' knowledge and understanding of key aspects of advanced business management: Business Regulation and Corporate Governance; Innovation and Technology Management; and Business Research Methods, respectively.

Semester 3, the Norwich Advanced Business Management students are required to complete a 60 credit dissertation.

The course will provide opportunities for students to develop and demonstrate knowledge, understanding, cognitive, subject specific and key skills and other attributes in the following areas:

- Organisations : The internal aspects, functions and processes; their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence on the external context.
- External context: A wide range of factors including economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour and management of organisations.
- Management: The various processes, procedures and practices for effective leadership and management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external

| | | |
|------------------------|---|---|
| | | <p>context. It also includes the critical application of theory to the advancement of management practice.</p> <p>Main highlights:</p> <ul style="list-style-type: none"> a) Advanced! Building on first degree in a business / management field to take students to an advanced level b) NBS themed - opportunity for NBS to provide a distinctive MSc drawing on its expertise and research base c) Academically rigorous - generating highly employable graduates and a potential pool for PhD recruitment d) Advanced and specialist modules - research-led and research-based teaching e) Team delivered to reflect research and scholarship interests in the School f) Broad scope - in terms of range of management topics covered g) Contemporary – leading-edge emphasis with focus on topical issues and subject matter h) Core focus - emphasis on compulsory modules from a widely drawn set of business/management modules to provide students with a broad yet in-depth knowledge and skills base. i) Traditional MSc structure - two semesters of taught modules completed by extended dissertation in Semester 3 for 12-month total duration |
| <p>S 13</p> | <p>RELEVANT SUBJECT BENCHMARK STATEMENT(S)</p> | <p>Master’s degrees in Business and Management 2007. http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/BusinessManagementMasters.pdf</p> |
| <p>S 14</p> | <p>ENTRY REQUIREMENTS</p> | <p>BSc/BA Degree in Business / Management or variants (2:2 or equivalent) from a recognised institution for Home and EU applicants and overseas applicants who have done a full undergraduate degree in the UK or a top up in the UK.</p> <p>Overseas applicants will require a 2:1 or equivalent - in a BSc/BA Degree in Business / Management or variants from a recognised institution with an IELTS 7.0. The school will review the entry criteria in respect of languages after the initial intake to ensure the entry standard is optimal for the courses and the market.</p> |
| <p>S 15</p> | <p>CAREER POSSIBILITIES</p> | <p>Through developing advanced business/management subject knowledge and understanding, along with developing relevant transferable skills, the programme could open up graduate-level management career opportunities with large corporations or small and mid-size companies, as well as within the public sector and third sector (e.g. charities and non-governmental organisations). It could allow for the prospect of further study,</p> |

| | | |
|-------------|--|--|
| | | such as to PhD level, to open up further specialist career opportunities in Higher Education, general management in national and international businesses and entry into other professional institutes, consulting firms and Government and Regulatory agencies. |
| S 16 | JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case | |
| S 17 | UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case | |
| S 18 | FURTHER INFORMATION <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i> | Heather Reynolds |
| S 19 | Course Leader | To be advised |
| S 20 | Course Proposer(s) | Ratula Chakraborty |

Questions for Initiator:

1. Do you want to propose another course? If yes, please complete Sections S7 – S19 (see below) for each related but separate award for which students may register from the outset.
2. Do you want to complete the Business Case yourself or do you want to send the Business Case to another member of staff to complete?
3. Do you also want to complete the Academic Case yourself or do you want to send the Academic Case to another member of staff to complete?

Course Two

(To be completed if there is a related but separate award for which students may register from the outset.)

| | | |
|------------|-----------------------------|-------------------------|
| S 7 | COURSE TITLE | MSc Advanced Management |
| S 8 | AWARD (e.g. BSc, MA) | MSc |
| S | DURATION | One year |

| | | | |
|--|--|-----------|---|
| 9 | (years or months) | | |
| S 10 | MODE OF ATTENDANCE (full-time, part-time, distance, other) | Full-time | |
| S 11 | PLACEMENT(S) /WORK-BASED LEARNING REQUIRED | YES | |
| | | NO | ✓ |
| S 12 | COURSE HIGHLIGHTS (for publication) | | |
| <p>Norwich Business School intends to provide a 12-month full-time cognate MSc course to be offered in London for launch in September 2013. This new masters course will build on Norwich Business School's success in developing prevocational and post experience master courses for the international market place and emphasise employment and skills acquisition for those who aspire to enter management.</p> <p>This course will be a "Type 1" Career entry Master's Degrees (QAA Masters Benchmarking Statement in Business and Management, 2007). It will build upon prior knowledge and skills gained from a relevant first degree in the business/management field and prior experience if appropriate. Masters graduates from this course will be able to demonstrate deep knowledge and understanding of the several subject areas of business and management while placing that subject within a wider organisational and contextual framework. It is expected that they will develop techniques and skills to understand and research current issues and thinking in the subject area. Graduates will gain a sound theoretical grounding in specific areas of business and management and will have developed a range of analytical and personal skills.</p> <p>The proposed MSc Advanced Management is designed around a common structure requiring students to take six 20-credit modules in the first two semesters plus a rigorous 60 credit dissertation in the summer for the 12-month programme.</p> <p>Semester 1, students are required to take three compulsory modules, worth a total of 60 credits that cover different core aspects of advanced business management: Advanced Issues in Finance and Management Accounting; Strategic HRM and Leadership; and Value-Led Strategic Marketing, respectively.</p> <p>Semester 2, students are required to take two compulsory modules and one elective module from a choice of two, each worth 20 credits that cover areas to further develop students' knowledge and understanding of key aspects of advanced business management. The compulsory modules are (i) The Dynamics of Strategy and (ii) Business Research Methods. The choice of elective module is from (a) Advanced Innovation and Technology Management and (b) Frontiers of Entrepreneurship.</p> <p>Semester 3 (summer), students are required to take a 60 credit dissertation.</p> <p>The course will provide opportunities for students to develop and demonstrate knowledge, understanding, cognitive, subject specific and key skills and other attributes in the following areas:</p> <ul style="list-style-type: none"> • Organisations : The internal aspects, functions and processes; their diverse | | | |

| | | |
|-----------------|--|---|
| | | <p>nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence on the external context.</p> <ul style="list-style-type: none"> • External context: A wide range of factors including economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour and management of organisations. • Management: The various processes, procedures and practices for effective leadership and management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external context. It also includes the critical application of theory to the advancement of management practice. <p>Main Course Highlights:</p> <ol style="list-style-type: none"> a) Advanced! Building on first degree in a business / management field to take students to an advanced level in respect of subject knowledge, understanding and skills b) NBS themed - opportunity for NBS to provide a distinctive MSc drawing on its expertise and research base c) Academically rigorous - generating highly employable graduates and a potential pool for PhD recruitment d) Advanced and specialist modules - research-led and research-based teaching e) Team delivered to reflect research and scholarship interests in the School f) Broad scope - in terms of range of management topics covered g) Contemporary – leading-edge emphasis with focus on topical issues and subject matter h) Core focus - emphasis on compulsory modules from a widely drawn set of business/management modules to provide students with a broad yet in-depth knowledge and skills base. i) Traditional MSc structure - two semesters of taught modules completed by extended dissertation in Semester 3 for 12-month total duration |
| S 13 | RELEVANT SUBJECT BENCHMARK STATEMENT(S) | QAA Master degrees in business and management 2007 http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.pdf |
| S 14 | ENTRY REQUIREMENT S | BSc/BA Degree in Business / Management or variants (2:2 or equivalent) from a recognised institution for Home and EU applicants and overseas applicants who have done a full undergraduate degree in the UK or a top up in the UK. |

| | | |
|-----------------|--|---|
| | | Overseas applicants will require a 2:1 or equivalent - in a BSc/BA Degree in Business / Management or variants from a recognised institution with an IELTS 7.0. The school will review the entry criteria in respect of languages after the initial intake to ensure the entry standard is optimal for the courses and the market. |
| S 15 | CAREER POSSIBILITIES | Through developing advanced business/management subject knowledge and understanding, along with developing relevant transferable skills, the programme could open up graduate-level management career opportunities with large corporations or small and mid-size companies, as well as within the public sector and third sector (e.g. charities and non-governmental organisations). It could allow for the prospect of further study, such as to PhD level, to open up further specialist career opportunities in Higher Education, general management in national and international businesses and entry into other professional institutes, consulting firms and Government and Regulatory agencies. |
| S 16 | JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case | |
| S 17 | UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case | |
| S 18 | FURTHER INFORMATION <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i> | |
| S 19 | Course Director | To be advised |
| S 20 | Course Proposer(s) | Ratula Chakraborty |

Please copy and paste the above table for additional new courses / exit awards.

Course Three

(To be completed if there is a related but separate award for which students may register from the outset.)

| | | | |
|---|--|-----------------------------|---|
| S 7 | COURSE TITLE | MSc in Sustainable Business | |
| S 8 | AWARD (e.g. BSc, MA) | MSc | |
| S 9 | DURATION (years or months) | One year | |
| S 10 | MODE OF ATTENDANCE (full-time, part-time, distance, other) | Full-time | |
| S 11 | PLACEMENT(S) /WORK-BASED LEARNING REQUIRED | YES | |
| | | NO | ✓ |
| S 12 | COURSE HIGHLIGHTS (for publication) | | |
| <p>Norwich Business School intends to provide a 12-month full-time conversion-based MSc programme to be offered in Norwich for launch in September 2013. This new masters will build on Norwich Business School's success in developing prevocational and post experience master courses for the international market place and emphasise employment and skills acquisition for those who aspire to enter management. It will provide an essential foundation in the core functions of management whilst allowing specialism to be selected. The specialism in 'Sustainable Business' fits with the School's expertise in environmental and resource management, including energy management, as well as its broader interests in business and climate change, as reflected by its pioneering MBA Strategic Carbon Management programme, and the School's overarching research theme emphasising "responsible business".</p> <p>The MSc in Sustainable Business proposed by Norwich Business School will provide a broad programme of study to develop students' knowledge, understanding and skills in regard to the policy, economics, finance and best business practices of sustainability and managing a sustainable business to take suitable account of its social, financial and environmental risks.</p> <p>The concept of "sustainable business" recognises the mutual interrelation between the economy, society and the environment. It is not about compromising business for the environment or the other way around. Its values are based on the knowledge that business is sustainable only when taking into account the roles of the environment and society. In fact, sustainable businesses' ability to adapt and innovate means they are subject to less financial and reputational risk.</p> <p>This degree is designed to meet the needs of graduates from diverse backgrounds who wish to embark on a career in business with a particular interest in the adaptation of</p> | | | |

businesses to long term risks caused by environmental, social and economic factors.

The programme is intended to provide a strong foundation in business management, environmental and resource management, and climate change with an emphasis on development of skills and employability.

The programme is structured on a straightforward model of nine 20-credit modules taken over a 12 month period, built around three foundation modules taken in Semester 1, three specialist modules taken in Semester 2, and two advanced and integrative modules taken during Semester 3 (the summer) along with the conclusion of a year-long module in management skills and personal development.

The course will share a common first semester with the other conversion-based masters programmes delivered in Norwich. This provides a fundamental insight into the key functions of organisations which will be developed in the second semester in the specialist area. This will allow informed choice on specialism after initial study of marketing, human resource management and accounting and finance. While students will initially enrol for MSc in Sustainable Business, the opportunity to change degree during the first semester is provided.

In the second semester, students undertake three 20-credit compulsory modules in (i) Climate Change and Governance; (ii) Low Carbon Economics; and (iii) Sustainable Finance and Responsible Investment. These modules provide the central specialist themes to build on further in the third semester.

The final semester (in the summer) emphasises the specialism while the culmination of the skills development and employment integrates and emphasises the central theme of management. Two modules are block delivered for intensive study: (i) Corporate Social Responsibility; and (ii) Integrated Business Decisions. In addition, the module Management Skills and Personal Development spans the entire year but culminates in semester 3.

The course has been designed to be accessible to a broad church of graduates who must have an English language capability of at least 6.5 IELTS. Students are not expected to have previously studied business or management as this is a conversion degree but they are expected to have a 2:2 or equivalent degree. Exceptionally students who have studied business or management in a language other than English may be considered for entry where it is felt there would not be significant overlap and the student would gain from the educational experience.

Students who successfully complete this masters will be equipped to enter the international business market with relevant skills and knowledge. The theme of employment skills runs throughout the programmes and graduates would build a portfolio of transferable skills demonstrable in relevant assignments and reports to strengthen their Curriculum Vitae ready for entry into employment.

The MSc course will be a "Type 2" Career entry Master's Degrees (QAA Masters Benchmarking Statement in Business and Management, 2007). It will draw upon generic knowledge and skill from the first degree (such as literacy, numeracy, and critical reasoning). Graduates will gain a sound theoretical grounding in the broad area of business and management and will have developed a range of analytical and personal skills. The development nature of the degree across the three semesters means that on completing the programme graduates will be equipped with detailed knowledge and understanding of the key management functions of business, together with advanced insights into their chosen specialism allowed through their choice of elective module and advanced/integrative modules in the final semester.

| | | |
|-------------|---|---|
| | <p>The course, like the rest of the School's portfolio of conversion masters in Norwich and London, will provide opportunities for students to develop and demonstrate knowledge, understanding, cognitive, subject specific and key skills and other attributes in the following areas:</p> <ul style="list-style-type: none"> • Organisations : The internal aspects, functions and processes; their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence on the external context. • External context: A wide range of factors including economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour and management of organisations. • Management: The various processes, procedures and practices for effective leadership and management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external context. It also includes the critical application of theory to the advancement of management practice. | |
| S 13 | RELEVANT SUBJECT BENCHMARK STATEMENT(S) | QAA Master degrees in business and management 2007 http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.pdf |
| S 14 | ENTRY REQUIREMENTS | BSc/BA Degree in Business / Management or variants (2:2 or equivalent) from a recognised institution with an IELTS 6.5. The school will review the entry criteria in respect of languages after the initial intake to ensure the entry standard is optimal for the courses and the market. |
| S 15 | CAREER POSSIBILITIES | The programme with its focus on “sustainable business” is intended for graduates wishing to pursue general or specialist management or business careers in the following organisations: enterprises that seek to be sector leaders in issues of environmental impact and influence forthcoming policy; public sector departments that introduce energy and environmental policies and need to liaise with affected businesses; multi-national companies that need to strategically optimise their operations by reducing energy and environmental compliance costs across different countries; financial institutes that aim to capitalise in energy and carbon trading and investment; ambitious start-ups that aim to innovate in new energy and sustainability technologies and services; local authorities with responsibilities in reviewing planning permissions for energy efficiency and renewable energy investments; companies that try to keep up with the increasing low carbon and energy efficiency regulations |
| S 16 | JACS Subject Level Code(s) To be completed | |

| | | |
|-----------------|--|-------------------------|
| | by the Planning Office following approval of the Business Case | |
| S 17 | UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case | |
| S 18 | FURTHER INFORMATION <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i> | |
| S 19 | Course Leader | Konstantinos Chalvatzis |
| S 20 | Course Proposer(s) | Ratula Chakraborty |

Please copy and paste the above table for additional new courses / exit awards.

Course Four

(To be completed if there is a related but separate award for which students may register from the outset.)

| | | | |
|-----------------|---|---|---|
| S 7 | COURSE TITLE | MSc Investment and Financial Management | |
| S 8 | AWARD (e.g. BSc, MA) | MSc | |
| S 9 | DURATION (years or months) | One year | |
| S 10 | MODE OF ATTENDANCE (full-time, part-time, distance, other) | Full-time | |
| S 11 | PLACEMENT(S) /WORK-BASED LEARNING REQUIRED | YES | |
| | | NO | ✓ |
| S 12 | COURSE HIGHLIGHTS (for publication) | | |
| | <p>Norwich Business School intends to provide another 12-month full-time conversion-based MSc programme to be offered in Norwich for launch in September 2013. This new masters will build on Norwich Business School's success in developing prevocational and post experience master courses for the international market place and emphasise employment and skills acquisition for those who aspire to enter management. It will provide an essential foundation in the core functions of management whilst allowing specialism to be selected. The specialism in Finance and Investment will add a specialist stream to the current conversion portfolio and thereby tap into another section of the market, whilst specifically catering for those wishing to work in the financial services and financial markets sector or in the finance function of an organisation.</p> <p>It is expected that the 'MSc Investment and Financial Management' will provide a strong foundation in business management, finance and investment with an emphasis on development of skills and employability.</p> <p>The programme is structured on a straightforward model of nine 20-credit modules taken over a 12 month period, built around three foundation modules taken in Semester 1, three specialist modules taken in Semester 2, and two advanced and integrative modules taken during Semester 3 (the summer) along with the conclusion of a year-long module in management skills and personal development.</p> <p>The course will share a common first semester with the other conversion-based masters programmes delivered in Norwich. This provides a fundamental insight into the key functions of organisations which will be developed in the second semester in the specialist area. This will allow informed choice on specialism after initial study of marketing, human resource management and accounting and finance. While students</p> | | |

will initially enrol for MSc Investment and Financial Management - the opportunity to change degree during the first semester is provided.

In the second semester, there are two compulsory modules: Corporate Financial Management; and International Corporate Governance. In addition, students choose one elective module from a choice of four: (i) Sustainable Finance and Responsible Investment; (ii) International Financial Reporting; (iii) Financial Modelling; (iv) Entrepreneurship and Small Business Management

The final semester emphasises the specialism while the culmination of the skills development and employment integrates and emphasises the central theme of management. Two modules are block delivered for intensive study: (i) Advanced Financial and Investment Management; and (ii) Integrated Business Decisions. In addition, the module Management Skills and Personal Development spans the entire year but culminates in semester 3.

The course has been designed to be accessible to a broad church of graduates who must have an English language capability of at least 6.5 IELTS. Students are not expected to have previously studied business or management as this is a conversion degree but they are expected to have a 2:2 or equivalent degree. Exceptionally students who have studied business or management in a language other than English may be considered for entry where it is felt there would not be significant overlap and the student would gain from the educational experience.

Students who successfully complete this masters will be equipped to enter the international business market with relevant skills and knowledge. The theme of employment skills runs throughout the programmes and graduates would build a portfolio of transferable skills demonstrable in relevant assignments and reports to strengthen their Curriculum Vitae ready for entry into employment.

The MSc course will be a "Type 2" Career entry Master's Degrees (QAA Masters Benchmarking Statement in Business and Management, 2007). It will draw upon generic knowledge and skill from the first degree (such as literacy, numeracy, and critical reasoning). Graduates will gain a sound theoretical grounding in the broad area of business and management and will have developed a range of analytical and personal skills. The development nature of the degree across the three semesters means that on completing the programme graduates will be equipped with detailed knowledge and understanding of the key management functions of business, together with advanced insights into their chosen specialism allowed through their choice of elective module and advanced/integrative modules in the final semester.

The course like the rest of our portfolio of conversion masters in Norwich and London will provide opportunities for students to develop and demonstrate knowledge, understanding, cognitive, subject specific and key skills and other attributes in the following areas:

- Organisations : The internal aspects, functions and processes; their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence on the external context.
- External context: A wide range of factors including economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour and management of organisations.
- Management: The various processes, procedures and practices for effective

| | | |
|-------------|--|--|
| | | leadership and management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external context. It also includes the critical application of theory to the advancement of management practice. |
| S 13 | RELEVANT SUBJECT BENCHMARK STATEMENT(S) | QAA Master degrees in business and management 2007 http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.pdf |
| S 14 | ENTRY REQUIREMENTS | BSc/BA Degree in Business or variants(2:2 or equivalent) from a recognised institution with an IELTS 6.5. The school will review the entry criteria in respect of languages after the initial intake to ensure the entry standard is optimal for the courses and the market. |
| S 15 | CAREER POSSIBILITIES | Graduates of the programme have very broad and exciting career prospects across a wide variety of jobs and organisations internationally. In the financial sector they can work as employees or independent professionals for institutions such as investment and commercial banks, insurance companies, hedge, mutual and pension funds, brokers, rating agencies, venture capitalists and regulatory bodies. Relevant job titles include Traders, Financial analysts and personal financial advisors, Financial managers, Loan counsellors and officers, Securities, Commodities, and Financial Services Sales Agents and Risk Managers. In corporations, graduates are well prepared for working in the financial department as financial managers, analysts, treasurers, capital budget analysts, credit managers and investor relations specialists. Consulting firms are also major employers of graduates with finance and investment expertise and use them as data analysts, advisors or system developers. In the information and technology sector graduates of the program can be employed by firms developing specialised financial software, data, news and analytics. |
| S 16 | JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case | |
| S 17 | UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case | |
| S 18 | FURTHER INFORMATION | |

| | | |
|-------------|--|--------------------|
| | <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i> | |
| S 19 | Course Leader | To be advised |
| S 20 | Course Proposer(s) | Ratula Chakraborty |

Please copy and paste the above table for additional new courses / exit awards.

Course Five

(To be completed if there is a related but separate award for which students may register from the outset.)

| | | | |
|--|--|-----------------------------------|---|
| S 7 | COURSE TITLE | MSc Entrepreneurship and Strategy | |
| S 8 | AWARD (e.g. BSc, MA) | MSc | |
| S 9 | DURATION (years or months) | One year | |
| S 10 | MODE OF ATTENDANCE (full-time, part-time, distance, other) | Full-time | |
| S 11 | PLACEMENT(S) /WORK-BASED LEARNING REQUIRED | YES | |
| | | NO | ✓ |
| S 12 | COURSE HIGHLIGHTS (for publication) | | |
| <p>Norwich Business School intends to provide another 12-month full-time conversion-based MSc programme to be offered in Norwich for launch in September 2011. This new masters will build on Norwich Business School's success in developing prevocational and post experience master courses for the international market place and emphasise employment and skills acquisition for those who aspire to enter management. It will provide an essential foundation in the core functions of management whilst allowing specialism to be selected. The specialism in entrepreneurship and strategy will add a specialist stream to the current conversion portfolio and thereby tap into another section of the market. Its delivery in London will draw on the expertise of the subject matter of colleagues based in London, and seek to attract students who are specifically interesting in pursuing careers with small and mid-sized companies and new start-up businesses, including their own or family-run businesses.</p> <p>It is expected that the 'MSc Entrepreneurship and Strategy' will provide a strong foundation in business management, entrepreneurship and strategy with an emphasis on development of skills and employability.</p> <p>The programme is structured on a straightforward model of nine 20-credit modules taken over a 12 month period, built around three foundation modules taken in Semester 1, three specialist modules taken in Semester 2, and two advanced and integrative modules taken during Semester 3 (the summer) along with the conclusion of a year-long module in management skills and personal development.</p> <p>The course will share a common first semester with the other conversion-based masters programmes delivered in London. This provides a fundamental insight into the key functions of organisations which will be developed in the second semester in the</p> | | | |

specialist area. This will allow informed choice on specialism after initial study of marketing, human resource management and accounting and finance. While students will initially enrol for MSc Entrepreneurship and Strategy - the opportunity to change degree during the first semester is provided.

In the second semester, three compulsory modules provide central specialist themes to build on further in the third semester: (i) Entrepreneurship and Small Business Management, (ii) Entrepreneurial Leadership, and (iii) Strategic Management.

The final semester (summer) emphasises the specialism while the culmination of the skills development and employment integrates and emphasises the central theme of management. Two modules are block delivered for intensive study: (i) Business Strategy Simulation and (ii) Planning Your Enterprise. In addition, the module Management Skills and Personal Development spans the entire year but culminates in semester 3.

The course has been designed to be accessible to a broad church of graduates who must have an English language capability of at least 6.5 IELTS. Students are not expected to have previously studied business or management as this is a conversion degree but they are expected to have a 2:2 or equivalent degree. Exceptionally students who have studied business or management in a language other than English may be considered for entry where it is felt there would not be significant overlap and the student would gain from the educational experience.

Students who successfully complete this masters will be equipped to enter the international business market with relevant skills and knowledge. The theme of employment skills runs throughout the programmes and graduates would build a portfolio of transferable skills demonstrable in relevant assignments and reports to strengthen their Curriculum Vitae ready for entry into employment.

The MSc course will be a "Type 2" Career entry Master's Degrees (QAA Masters Benchmarking Statement in Business and Management, 2007). It will draw upon generic knowledge and skill from the first degree (such as literacy, numeracy, and critical reasoning). Graduates will gain a sound theoretical grounding in the broad area of business and management and will have developed a range of analytical and personal skills. The development nature of the degree across the three semesters means that on completing the programme graduates will be equipped with detailed knowledge and understanding of the key management functions of business, together with advanced insights into their chosen specialism allowed through their choice of elective module and advanced/integrative modules in the final semester.

The course like the rest of our portfolio of conversion masters in Norwich and London will provide opportunities for students to develop and demonstrate knowledge, understanding, cognitive, subject specific and key skills and other attributes in the following areas:

- Organisations : The internal aspects, functions and processes; their diverse nature, purposes, structures, governance, operations and management, together with the individual and corporate behaviours and cultures which exist within and between organisations and their influence on the external context.
- External context: A wide range of factors including economic, environmental, ethical, legal, political, sociological and technological, together with their effects at local, national and international levels upon the strategy, behaviour and management of organisations.
- Management: The various processes, procedures and practices for effective

| | | |
|-------------|--|---|
| | | leadership and management of organisations. It includes theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organisations and in relation to the external context. It also includes the critical application of theory to the advancement of management practice. |
| S 13 | RELEVANT SUBJECT BENCHMARK STATEMENT(S) | QAA Master degrees in business and management 2007 http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.pdf |
| S 14 | ENTRY REQUIREMENTS | BSc/BA Degree in Business / Management or variants (2:2 or equivalent) from a recognised institution with an IELTS 6.5. The school will review the entry criteria in respect of languages after the initial intake to ensure the entry standard is optimal for the courses and the market. |
| S 15 | CAREER POSSIBILITIES | This programme opens up career opportunities for developing graduate-level careers in business and management, especially in the small-medium-sized-enterprise (SME) sector, as well as business start-ups and even big businesses adopting entrepreneurial business practices. The programme might be especially attractive to students who intend to go on to set up and run their own businesses, help run family businesses, work with entrepreneurs, or in organisations that invest in or advise entrepreneurial companies. |
| S 16 | JACS Subject Level Code(s) To be completed by the Planning Office following approval of the Business Case | |
| S 17 | UCAS ADMISSION CODE / COURSE CODE To be completed by the Planning Office following approval of the Business Case | |
| S 18 | FURTHER INFORMATION <i>Insert contact address/email/tel no. (e.g. Faculty Admissions Office)</i> | |
| S 19 | Course Leader | Jonathan Gander |
| S 20 | Course Proposer(s) | Ratula Chakraborty |

PART 2 – THE BUSINESS CASE

Note: One Business Case (BC0 to BC9) is applicable to all proposed courses

| | |
|--------------|---|
| BC0 | THE RATIONALE (Overview - brief summary) |
| BC0.1 | Brief summary of the rationale for the proposal |
| | <p>1. What is the need?</p> <p>a) Gap in existing portfolio: There is a lack of cognate and specialist MSc programmes in the NBS MSc portfolio. Most research-led Business Schools with as large an academic faculty as NBS have well-developed cognate and specialist MSc programmes, and NBS is unusual in not having such programmes and so there is a gap in our portfolio. There is a perceived need both from within the School and the wider University for NBS to develop cognate and specialist masters programmes, to cater for the School's own graduates as well as graduates of other business schools with advanced cognate programmes (since these students are precluded from taking the conversion masters programmes which are open to non-business graduates) as well as for more specialist conversion masters that cater to specific career or subject interest needs. Academics in the school are keen to teach advanced and specialist modules based around their areas of research and scholarship interests. The University is keen to see NBS develop its portfolio of masters with cognate and specialist masters programmes when this would support the aims of the Corporate Plan, notably around research (as cognate masters could serve as a pipeline for recruiting good quality PhD students), employability (as specialist masters with a practical business focus could enhance graduate employment prospects), and increasing the number of students in UEA (bearing in mind that the School rejects a large number of MSc applications simply because they have done too much business/management on their first degrees to make them suitable for studying for conversion MSc programmes).</p> <p>b) Existing opportunities: The existing narrow portfolio means that NBS currently turns away potential students. Notably, the current conversion-oriented portfolio does not cater for the School's own undergraduates (unless they want to specialise in brand leadership), so they are obliged to look to going to other business schools if they want to go on to pursue a cognate or specialist masters degree. NBS has an excellent opportunity to tap into this ready market where we know their academic standard and English ability, and we can be assured that they will settle straight into their studies as they will be familiar with UEA systems, providing a win-win situation for both students and academic staff.</p> <p>However, the market potential is not just limited to the School's own UG students, since it could recruit to cognate programmes from other UK universities where we are assured of the good quality of students. Indeed, we can set the bar high by requiring a minimum second class honours degree from a UK university (or equivalent from an EU or international university where the degree was taught in English) along with English at 7.0 IELTS or better. In particular, this would allow us to target Home/EU students as well as the possibility of attracting very good quality international students but with the bar set high to control the number and quality of students.</p> <p>From the University's perspective, it would be keen for NBS to develop academically rigorous yet practical oriented programmes that would enhance graduate employability. It is especially keen to see the development of programmes that would support student enterprise and new business development, especially in view of the very substantial UK and</p> |

EU funding received to build a new Enterprise Centre on the campus (to be located directly opposite to Sportspark). The University sees a potential opportunity for UEA graduates from different schools to undertake an NBS masters programme in entrepreneurship and business strategy that would lead to the creation of graduate-led new businesses. Such a development could enhance the reputation of both the business school and the University, by improving our respective employability records as well as benefiting from resulting positive publicity from the launch and development of new businesses.

c) Cost Effective Strategy:

The planned development of our MSc portfolio is to keep any new programmes as straightforward as possible and look for synergies with existing programmes rather than establish totally standalone programmes (like Brand Leadership), and in that way limit the number of new modules required. The precise details follow later in this document when the proposed programme structures are set out. However, the logic of this approach is to allow for:

1. Developing new programmes that diversifies our MSc portfolio and so reduces our reliance on conversion-based masters
2. Attracting good calibre, highly motivated students from our own degrees (so giving NBS graduates the opportunity to continue with their studies at NBS should they choose to), other UEA degrees and other business schools
3. Pulling on existing programmes and existing academic expertise in NBS
4. Increasing the potential pool of future PhD students
5. Providing high level research-led and scholarship-led teaching
6. Supporting graduate employability through advanced management and practical business programmes
7. Enhancing our engagement with the business community

d) Proposed New Programmes

Given the gap in our MSc portfolio and the supply and demand opportunity for new cognate masters and also extending the conversion portfolio, the proposal made here is to launch two broad cognate degrees in both Norwich and London, to be called MSc Advanced Business Management in Norwich and MSc Advanced Management in London (with the pre-fix "Advanced" to signal that it is a cognate rather than a conversion masters degree), and three conversion courses around Finance and Investment, Sustainable Business, and Entrepreneurship and Business Strategy in Norwich and London.

Thus the five proposed new MSc degree programmes are:

Cognate:

1. MSc Advanced Business Management (Norwich)
2. MSc Advanced Management (London)

Specialist Conversion:

3. MSc in Sustainable Business (Norwich)
4. MSc Investment and Financial Management(Norwich)
5. MSc Entrepreneurship and Strategy (London)

While the two Advanced Management programmes are scalable, the emphasis would be to focus on student quality and try to keep the intake (at least initially) to under 50 students at each location (and realistically the first one or two cohorts could be significantly below this figure). In the case of the MSc conversion courses, the target can be higher but in the context of consolidating and potentially increasing the total number of conversion based masters students in the School (currently totalling 550 registered for 2012/3 across Norwich and London compared to the target of 430, such is the level of current demand).

e) Additional Students and Income:

The intention would be to increase the target for 2012/13 of 430 students recruited on to the School's MSc programmes (split 280 in Norwich, 150 in London) by 300 (split 450 in Norwich, and 280 in London) over the next two years (i.e. 2013/4 and 2014/5). Some of this increase is expected to come from the existing portfolio, where demand is increasing year by year. However, the new programmes proposed here would be intended to assist this growth process. It is expected that these five new courses would increase net student numbers by around 150, averaging a net increase to the existing portfolio of 30 students per programme, with the remaining increase derived from expansion of the existing courses.

Given that these courses will command premium fees, and be expected to attract a high proportion of international students (around 80%+ of the cohort), the additional net fee income could be greater than £1.5m for the new courses, and a boost of over £3m for the portfolio as a whole. By offering cognate masters programmes and further specialist programmes, it would be hoped that as well as boosting income there would be an increase in student quality, and through the cognate programmes a potential pipeline for future high-quality PhD students (which are much needed by the School).

The new courses would not require an extensive number of new modules. Each of the "Advanced" cognate programmes would require six (for Norwich) or seven (for London) new 20-credit taught modules (delivered as compulsory modules, with three each in semesters 1 and 2), along with supervision of dissertations. Each of the three new conversion courses would piggyback on existing conversion MSc provision along with the creation of a limited number of new modules to cater for the specialism of the degree: (i) four new taught modules, with three in semester 2 and 1 in semester 3 for the MSc in Sustainable Business; (ii) two new modules in semester 2 and one in semester 3 for the MSc in Finance and Investment; and (ii) two new modules in semester 2 for the MSc in Entrepreneurship and Strategy.

Planned launch of the five new courses would be for October 2013. The School has existing staff expertise in place to cover the new modules, but the additional income derived from the programmes would be used to support further staff recruitment and keep the School on target for an SSR in NBS of 16:1, to protect the teaching quality and input for its other programmes (notably its undergraduate programmes where the KPIs greatly affect the School's league table ranking and flagship MBA programmes where AMBA accreditation needs to be maintained).

All the five proposed courses would be 12-months duration, running from October. Subject to how well the cognate Advanced Management courses develop, and what further demand there is, there is the possibility to extend the number of cognate courses using the Advanced title as a pre-fix, to develop a small portfolio of cognate programmes catering from business / management graduates. For example, there might be scope for courses in Advanced Finance and Advanced Marketing. It is expected that the proposed courses could open up opportunities for other related masters courses to be developed by NBS in the future, such as niche specialist masters, thereby providing further diversification and income opportunities.

Income generated from the suggested five courses could be substantial particularly from the conversion masters courses as these will be populated primarily by premium fee paying overseas students and the relatively small number of new modules required and synergies with the existing courses should make breakeven numbers quite low. With the two cognate masters courses with a focus on attracting more Home/EU students, income generated per student would not likely be as high as the conversion masters populated mainly by international students, but certainly at the proposed target numbers the courses would generate a healthy surplus for the School even if significant scholarships were awarded to attract very high calibre students.

Also, it is anticipated that marketing costs would not be significantly raised as the new

| | |
|--------------|--|
| | <p>courses will be directed at UEA graduates as initially the prime focus for recruitment. Also marketing synergies could be found with the advertising and promotion used with our existing portfolio of MSc courses for recruitment in the UK, Europe and overseas student markets along with the use of the existing network of recruitment agents.</p> |
| BC0.2 | <p>Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs; independent academic (required for new course proposal); external examiner (required for fast-track proposals)).</p> <p>Please summarise here and attach copies of any responses to this document or insert their comments in this section.</p> |
| | <p>Independent Academic from another institution: Dr Jonathan Seaton, Reader in Business Economics, Loughborough University Business School</p> <p>Inserted comments from Dr Seaton's review of the proposal:</p> <p>"Three of the five newly proposed MSc courses, as conversion-based masters programmes, follow the standard practice adopted in the existing MSc portfolio, i.e. common foundation and specialist modules plus some options. For Norwich, these are 'MSc Finance and Investment' and 'MSc Sustainable business (SB)' whilst for London the course 'MSc Entrepreneurship and strategy' fits in with past design and complements the existing programmes already operating in Norwich and London, respectively.</p> <p>My view is that these proposed conversion-based courses following the standard foundations plus specialist modules approach should be fine as they basically fit within the same successful tried-and-tested structure as before. The key advantage of these courses is that they 'sweat the assets' of the core foundations, shared by all the courses of this type, but give a credible differentiation from one another through an appropriate number of distinctive specialist modules. All three programmes offer a high added-value approach by having taught elements across three semesters, taking students from covering business management foundations in semester 1, through a specialism route in semester 2, to complete with advanced and integrative aspects in semester 3. This added-value approach is a really positive selling point in favour of these programmes, compared to the weaker and less meaty courses operated by many other business schools. Also, I like the choice of these three quite distinctive proposed courses as they provide a good extension to the existing portfolio and build on the School's own research and scholarship reputation. Their differentiation from the existing programmes and attractive specialist subject matter should allow all three of these programmes to recruit well and be successful.</p> <p>The other two proposed courses, 'MSc Advanced business management' (Norwich) and 'MSc Advanced management', follow a different, cognate masters based approach. These two courses offer a new set of 'advanced' 20-credit modules that are intended to build on a solid knowledge and skill based acquired from undergraduate studies in business and/or management. In addition to 120-credits gained from taking six 20-credit modules in the first two semesters, both courses also are characterised by an 'Advanced management dissertation' which is weighted at 60 credits and completed during the summer to round off the 12-month intensive programme.</p> <p>These advanced MSc courses are a bold and innovative departure from the conversion-based MSc model because they are targeting a different student market and require academic staff to deliver content and material at an advanced level to students who already have a good subject knowledge and specialist skills base through their undergraduate studies. This lends itself to a more academic approach while still retaining a practical focus</p> |

to suit the needs of the students.

The first two semesters, where students take six 20-credit modules, provide an in-depth and advanced perspective on a broad range of business management topics, which really draw on the strength of the School's reputation in its key areas of research and scholarship. This is a really positive feature, as it really encourages research-led teaching to benefit the staff and students alike, while marking out why these two programmes are distinctive in their respective locations of Norwich and London, but also why they are distinctive from cognate programmes offered in other business schools. In essence, these programmes reflect what Norwich Business School is about in terms of its research and scholarship expertise, demonstrating its strength and depth.

Often it is the final element – the dissertation – which lets down business management cognate MSc programmes as this component can disappoint students as the learning and supervisory experience often fails to match up to their expectations. While the School has taken the sensible decision to focus on building programmes entirely around taught modules for a high added-value offering on its conversion-based masters, with the two proposed cognate masters, the proposal here sticks with the more typical masters format of 120-credit taught modules and 60-credit dissertation. I think because it is at a cognate, advanced level, this is appropriate. However, in my experience, students often struggle with the dissertation component to realise much added value unless they are (a) focused on and geared up for a topic where they can undertake in-depth theoretical and/or empirical research in a very short space of time (essentially three months over the summer), and (b) closely supervised with strong guidance and ready access to a supervisor interested in the research topic and with appropriate research and/or scholarship expertise. To this end, I would strongly encourage the course directors to ensure that there is a matching up of students with suitable research topics and supervisors as early in the year as possible, for that supervisee-supervisor relationship to develop through the first two semesters, to give the student a running start so they are well-placed to proceed quickly and with a clear direction and purpose in the summer to undertake and complete their dissertation research. Failure to implement such a directed approach will lead to the prospect of disaffected students who will feel let down by the final element of the programme when they do not benefit from the experience by as much they had hoped – so end the programme on a low note, rather than a high, which will taint their overall view of the programme.

In respect of potential demand for these cognate MSc courses, the key source of students is likely to be the School's own undergraduates, who wish to stay on at UEA and are familiar with the campus/study centre environment. Such students are particularly attractive as they are likely to adjust well to the demands of the programme when they are familiar with most of the lecturers, the teaching and assessment style, and learning support provided. Nevertheless, there is also good scope for these two courses to recruit graduates from other UK and good international business schools, where studying and living in the Norwich or London location suits their particular needs. I think that there is a good market for both courses, and their distinctive and separate locations will not cannibalise numbers, allowing the prospect of both of them to be successful in recruitment terms, as long as there is appropriate marketing and recruitment support.

Apart from the caveat about ensuring that there is a strong directional approach to dissertations and early supervisee-supervisor matching on the two cognate courses, I think all five courses will work very well. They are well structured, clearly distinguished, and nicely balanced in their subject matter.

I believe that all five proposed courses are a welcome and credible addition to the portfolio of MSc offerings made by Norwich Business School.”

| | | | |
|--------------|---|------------|---|
| BC0.3 | Is this a Fast-track proposal? | YES | |
| | | NO | ✓ |
| BC0.4 | If Yes, what features of the proposal make it a fast-track? <i>Please refer to the New Course Approval Procedure</i> | | |
| | | | |
| BC1 | ACADEMIC AND RECRUITMENT STRATEGY | | |
| BC1.1 | How does the proposal fit with School academic plans? | | |
| | <p>Norwich Business School (NBS) is keen to build on its existing success in MSc recruitment and develop its portfolio of programmes to match its growing areas of expertise and reputation to attract additional high-calibre Home/EU and International postgraduate students. This proposal fills a gap in our existing MSc portfolio that will allow NBS to attract additional students in sufficient number to contribute to the overall financial position of the School while supporting the development and reputation of the suite of MSc programmes provided by the School. It is anticipated that much of the future growth in NBS student numbers will be based on MSc developments and this proposal will help ensure that NBS can achieve its growth targets and provide additional income and resources that will support the School's strategic objectives in teaching, research and other activities.</p> | | |
| | The Faculty's academic plans? | | |
| | <p>This proposal fits with the academic plan in SSF in providing high quality, high value-added taught programmes that attract a diverse and high-calibre group of Home/EU and International students which promote the Faculty's reputation in the social sciences field and provide for sound growth in student numbers and associated income streams. NBS has demonstrated its capability to grow and manage a strong portfolio of MSc programmes and attract a high volume of students, and this proposal will seek to further strengthen that portfolio.</p> | | |
| | The University's Corporate Plan? | | |
| | <p>This proposal fits with the University's Corporate Plan in growing and developing programmes that generate strong income flows while providing an excellent student experience that serves to enhance the University's reputation as an outstanding provider of higher education taught programmes. In turbulent economic times, and uncertainty of student recruitment, especially at undergraduate level, it is vital to develop postgraduate programmes that will prove attractive in the market and complement the existing range of programmes in the University. NBS has shown that it can develop and deliver a successful range of MSc programmes that have broad market appeal and be highly successful in terms of recruitment and performance. This proposal will seek to enhance and strengthen the existing portfolio to the benefit of the School, Faculty and University.</p> | | |
| BC1.2 | Proposed Recruitment Strategy | | |
| | <p>Home/EU and International marketing activities for these new courses to include:</p> <ul style="list-style-type: none"> • Designated search engine optimised web space on the University's websites – to include comprehensive course details, entry requirements, fees and funding available, and how to apply. | | |

| | | | |
|--------|--|-----|---|
| | <ul style="list-style-type: none"> • Online course listings via career-related intermediaries (eg, Hotcourses, Prospects, British Council, FindAMasters) and business-focused networks. • Promotion at PG Careers Fairs and Open Days at UEA, nationally and targeted international exhibitions. • Promotion via the University's International Office to Agents with emphasis on target countries. • Promotion in the University's Postgraduate prospectus, School brochures, course posters, and other printed matter (eg BroadView). • Targeted direct email-shots using the University's CRM enquiry system. • Targeted direct e-newsletters to the University's internal students and other stakeholders. • Press releases to coincide with the launch of the courses incorporating offline and digital media (including social media: Facebook, Twitter, LinkedIn etc). • Promotion via the University's Alumni Office to Alumni and their networks. | | |
| BC1.3a | Is the proposal commercially sensitive? | YES | |
| | | NO | ✓ |
| BC1.3b | If yes, what are the reasons? | | |
| | | | |

Please either complete section BC2 in consultation with the Faculty Admissions Office and send (email) the summary and sections BC1 and BC2 to MAS and request that they complete section BC2.7; or, send (email) the summary and section BC1 to MAS and request that they complete section BC2.

Please find attached summary of market research conducted by BIU with Rebecca Price being the main contact.

Please either complete section BC3 and send (email) the Summary and sections BC1 and BC3 to CCEN and request that they complete section BC3.3; or send (email) the Summary and section BC1 to CCEN and request that they complete section BC3

A.Benson@uea.ac.uk

Section BC2 and BC3 may be completed in parallel

To be sent to MAS and completed by the Market Research Team

Please return within 10 working days of receipt.

The Business Case cannot be considered by the Faculty Executive until this section is completed

| | | |
|--------------|--|--|
| BC2 | MARKET RESEARCH (to be completed by course proposer or MAS) | |
| BC2.1 | What other and type of institution offers identical and/or similar courses in the UK? | |
| | Other Business Schools in the UK offer similar courses. | |
| BC2.2 | Are there any likely international competitors? (Please give brief details) | |
| | Business Schools across the world offer similar cognate and conversion masters courses but are not seen as direct competitors because of the strong international reputation of UK business schools and their differentiation advantage by offering 12 month programmes, compared to the more usual two year programmes offered elsewhere in Europe and North America. | |
| BC2.3 | What is the annual number of applicants currently applying nationally for similar courses? | Going by applications received by NBS for the MSc courses which was around 3000 in 2012/13 – it is assumed across the UK the numbers will be high five figures and possibly exceeding 100,000 per annum. |
| BC2.4 | What is the evidence for current and future demands for the course from <ul style="list-style-type: none"> • potential students? • Employers (public services, private sector, the professions etc) | |
| | <p>Evidence exists within the student community in UEA itself. Every year several NBS business graduates are keen to join a cognate masters course in NBS but this demand has not been met as the strategic direction has been to develop and grow the conversion masters portfolio.</p> <p>There are hundreds of international applicants and enquirers who are keen to do an advanced masters programme with NBS and again NBS thus far has not invested in developing such courses so not been able to satisfy this demand (resulting in applications being rejected as unsuitable for the current conversion masters portfolio).</p> <p>Advanced and specialist business masters programmes remain a key recruiting ground for major employers and other businesses seeking suitable postgraduates to take on specialist management and professional roles.</p> <p>NBS is especially keen to recruit UEA undergraduate alumni to its MSc programmes, and sees considerable potential in recruiting from its own pool of undergraduates as well as from other Schools in UEA with these five new courses.</p> | |

| | | | | | |
|--------------------|---|--------------------|-----|--------------------|----|
| | | | | | |
| BC2.5 | Can current and projected demand be met from existing provision? | | | | |
| | <table border="1"> <tr> <td>Nationally:</td> <td>Yes</td> </tr> <tr> <td>Regionally:</td> <td>No</td> </tr> </table> | Nationally: | Yes | Regionally: | No |
| Nationally: | Yes | | | | |
| Regionally: | No | | | | |
| BC2.6 | Where is/what are the competitive advantage(s) for UEA? | | | | |
| | <p>UEA has a competitive advantage in retaining its existing undergraduates and alumni to attract them to stay on and undertake masters degrees. The proposed courses are intended to be attractive to NBS's own students (for the cognate masters) and other schools' students (for the specialist conversion masters – like ENV and DEV students for MSc Sustainable Business; ECO students for MSc Finance and Investment; and a range of schools for MSc Entrepreneurship and Strategy, e.g. where students wish to go to run their own or family businesses).</p> <p>All five proposed programmes seek to draw on the distinct research and scholarship reputation of existing staff in the School and its distinctive and distinguished research groups.</p> <p>NBS has a growing international reputation that is helping it attract a very large body of postgraduate students, and support its ambitions to be firmly established as a top 20 UK business school, with a suite of AMBA-accredited MBA programmes, a top 5 NSS ranking on overall satisfaction for its UG programmes in management studies (2012), and status as the fastest growing mainstream business school in the UK, operating in both the attractive campus location of UEA Norwich and right in the heart of the financial district of the capital at UEA London.</p> | | | | |
| BC2.7 | ADDITIONAL COMMENTS BY MAS: | | | | |
| | <p>No response received.</p> <p>12/11/12</p> | | | | |

To be sent to the Careers Centre for completion

Please return within 10 working days of receipt.

The Business Case cannot be considered by the Faculty Executive until this section has been completed.

| | | |
|--------------|---|--|
| BC3 | MARKET DEMAND AND RECRUITMENT (to be completed by the course proposer or the Careers Centre) | |
| BC3.1 | What graduate career opportunities may be available? | |
| | | |
| BC3.2 | Who (externally) has been consulted about the proposals (e.g. Professional Associations, employers' groups, PSBs)? | |
| | | |
| BC3.3 | ADDITIONAL COMMENTS BY CAREERS: | |
| | No response received. 12/11/12 | |

To be completed by the course proposer. BC4 may be completed prior to return of BC2 and BC3, but the Business Case cannot be considered until all sections are complete.

| | | | |
|----------------|--|---|---|
| BC4 | RESOURCES | | |
| BC4.1 | STUDENT NUMBERS AND TUITION FEES | | |
| BC4.1.1 | Student Numbers: | | |
| | Proposed student target intake | | |
| | FT (Home/EU) | 30 | |
| | FT (International) | 120 | |
| | PT (Heads) | | |
| | DL (Heads) | | |
| | Minimum viable intake (ftes) | 70 (financial breakeven in covering marginal costs and a sufficient cohort to support a very positive student experience is estimated to be about 10 students on each new conversion masters course because of complementarities with existing conversion MScs and 20 on each new cognate masters course) | |
| | Maximum viable intake (ftes) | 250 (restricted by lecture room capacities and other resource constraints in London and Norwich) | |
| | Are the student numbers: | | |
| | a) available via redistribution within the School? <i>Consult the Head of School</i> | YES | |
| | | NO | x |
| | b) available via redistribution with the Faculty? <i>Consult the Dean of Faculty</i> | YES | |
| | | NO | x |
| | c) additional numbers required? <i>Consult the Planning Office (ACAD)</i> | YES | x |
| | | NO | |
| BC4.1.2 | Tuition Fees: | | |
| | Please select the relevant fee schedule: | | |
| | a) Standard Home/EU/International | £9,000 | |
| | b) Full-cost <i>Please specify requested fee levels and consult the University's Fees Officer (P.Courridge@uea.ac.uk)</i> | £14,350 | |
| | c) External Teaching Contract <i>Please provide brief details</i> | | |

| | | | |
|--------------|---|------------|---|
| | | | |
| BC4.2 | EQUALITY AND DIVERSITY | | |
| BC4.2.1 | Does the course fall into a subject area which traditionally attracts a very specific or narrow student profile? | YES | |
| | | NO | x |
| BC4.2.2 | If yes, what steps will be taken to attract non-traditional students to the course / School? (Areas to consider include: age, disability, ethnicity (home and international), gender and socio-economic group.) | | |
| | | | |

Now complete BC5 AND BC6 if the proposal is following the ‘full’ new course proposal route.

OR

Complete BC5F AND BC6F if the proposal is following the ‘fast-track’ route.

FOR FULL NEW COURSE PROPOSALS

| | | | |
|------------|--|--|---|
| BC5 | What is the impact of the proposal on ACADEMIC STAFF? | | |
| BC5.1 | Are new appointment(s) required? | YES | x |
| | | NO | |
| | If yes, how many of what type (e.g. Teaching and Scholarship, Teaching and Research) and at what level? | With a target to increase MSc numbers by 150, to maintain a target School-wide SSR of 16:1, it is envisaged that an additional 9 new staff members will be required with a mix of ATR and ATS tracks (envisaged to be 7 and 2, respectively), but favouring ATR to support the cognate MSc development, and a mix of levels (one chair, four Senior Lecturer / Readers, and four Lecturers) to provide greater balance and experience in the School (given the School currently has a very high proportion of junior and probationer | |

| | | |
|--------------|---|--|
| | | academic staff |
| | What is the source of funding for new academic staff? | Fee income derived from the new courses backed up by current over-recruitment to existing MSc programmes, generating a substantial projected surplus |
| BC5.2 | If no new teaching appointments are required, are any teaching adjustments required if new modules are to be introduced and if other modules are to be withdrawn? (Please include code, credit value and level/year of any new modules and/or modules to be withdrawn). | |
| | | |
| BC5.3 | Is any course(s) to be withdrawn? | YES |
| | | NO x |
| | If Yes, please specify UCAS Code(s) / Course codes and session from which course(s) withdrawn? | |
| BC5.4 | Are there any implications outside the sponsoring School (e.g. service teaching, by other Schools of Studies)? | |
| | None directly, but the new programmes do provide scope for additional choice for INTO Graduate Diploma students seeking to undertake a business masters degree in the School, so in the longer term might support INTO expanding their Graduate Diploma student numbers and so provide a longer-term indirect benefit to INTO in both London and Norwich. | |
| | | |

FOR FAST TRACK NEW COURSE PROPOSALS

| | | |
|---------------|--|------------|
| BC5F | What is the impact of the proposal on ACADEMIC STAFF? | |
| | | |
| BC5F.1 | Are new appointment(s) required? | YES |
| | If yes, please refer to Full New Course Proposal | NO |
| BC5F.2 | Are any new modules to be introduced? | YES |
| | | NO |
| | If yes, please include code, credit value and level/year. | |
| | | |
| BC5F.3 | Is any course(s) to be withdrawn? | YES |
| | | NO |

| | |
|---------------|--|
| | If Yes, please specify course and UCAS Code(s) and session from which course(s) withdrawn? |
| | |
| BC5F.4 | Are there any implications outside the sponsoring School (e.g. service teaching, by other Schools of Studies) |
| | |

FOR FULL NEW COURSE PROPOSAL

| | | |
|--------------|--|--|
| BC6 | What is the impact of the proposal on PHYSICAL RESOURCES & OTHER FACILITIES? | |
| BC6.1 | What are the recurrent or non-recurrent expenditure to be incurred in respect of: | |
| | i) Classroom and study facilities? | Additional good quality teaching space, through suitable lecture and seminar rooms, will be required as suitable for premium-fee masters courses to meet the additional student numbers if existing provision in UEA is insufficient to meet this demand |
| | ii) Other equipment? | On-going teaching and learning support equipment commensurate with teaching and servicing the needs of a projected additional 150 postgraduate students |
| | iii) Consumables? | On-going teaching and learning support consumables commensurate with teaching and servicing the needs of a projected additional 150 |

| | | | |
|--------------|--|--|---|
| | | postgraduate students | |
| BC6.2 | Computer equipment? | Necessity of having computer labs where up to 400 students can concurrently undertake lab sessions | |
| BC6.3 | What additional books/journals/electronic resources other than those already available will be required year by year until steady state is reached? | | |
| | Additional books, journals and databases will be required to support the new courses to match the increase in student numbers and cater for the specific nature of the new degrees in both London and Norwich. Currently the Business School is under-resourced in respect of library provision and services to meet its needs based on its size and the amount of income it generates on behalf of the University, where in contrast of our leading rival business schools in other universities typically enjoy a significant competitive advantage in respect of their superior library provision and support in the area of Business/Management. The School will require a commensurate increase in library spend on books and journals to serve the needs of the additional students and new staff members, but has the most urgent need to increase access to key databases, notably in the area of finance (to support the two new cognate MSc programmes with their dissertation component and the specialist conversion MSc Investment and Finance course, as well as the approved BSc Finance and Management undergraduate programme) and in the area of marketing (to support the two new cognate MSc courses with their dissertation component and the new specialist conversion MSc Entrepreneurship and Strategy, as well as the approved BSc Marketing and Management undergraduate programme). Specifically, it is a high priority for the library to provide on-line access for students and staff to the Datastream and Thompson One Banker (for finance) and Mintel Oxygen (for marketing reports). | | |
| BC6.4 | Are there any other special arrangements on which this new course proposal will depend? (E.g. placements, year abroad). | YES | |
| | | NO | x |
| | If Yes, please give details of likely costs/whether appropriate agreements are in place/have to be drawn up? | | |
| | | | |
| BC6.5 | Are there any start-up costs (e.g. any initial publicity and promotion?) | YES | x |
| | | NO | |
| | If yes, please give details: | | |
| | It is envisaged that ARM and the School will need to extend its marketing activity of the School's MSc programmes to promote these new programmes, and raise market awareness for their presence for an effective October 2013 launch. However, it is envisaged that there will be significant marketing synergies arising from the possibility of joint advertising and promotion with existing programmes that make up the portfolio of MSc programmes offered by the School in both London and Norwich, as well as use of existing arrangements for recruiting international students including existing agents and partner institutions (notably | | |

| | |
|--|--------|
| | INTO). |
|--|--------|

FOR FAST TRACK NEW COURSE PROPOSALS

| | |
|---------------|--|
| BC6.1F | What will be the impact of the proposal on existing physical resources & other facilities? |
| | |
| BC6.2F | Will additional books/journals/electronic resources other than those already available be required? |
| | |

BC7 seeks comments from other Divisions which have an interest in new course proposals, for example, because it has an impact on central provision of ICT or requires new library books or there are issues regarding regulatory frameworks. This section is for their comments.

Please send (email) the Summary and Sections BC1, BC4, BC5 (or BC5F) and BC6 (or BC6F) to each of the following (who should be consulted in parallel), with a request that they complete the relevant part of Section BC7

- Dean of Students
- Director of Information Services
- Director of Library Services
- Deputy Registrar & Secretary
- Director(s) of Faculty Administration
- Deputy Dean of Students (for Accommodation)

Also send to the Partnerships Office of the Learning, Teaching and Quality Office

Partner Colleges may be informed of the proposal unless it is deemed to be commercially sensitive (see Section BC1.3)

Sections BC7A – BC7F should be completed in parallel

Please complete the relevant section on behalf of the departments for which you are responsible, and return (email) to the Course Proposer within 10 working days of receipt.

*Please note that the process cannot proceed to approval until comments have been received from those listed below. **Please enter “no comment” if appropriate.***

This proforma has also been sent to the other central offices for consultation in parallel.

| | |
|-------------|--|
| BC7A | Comments by Dean of Students |
| | What is the impact of the proposal on support staff and resources in the office for which you are responsible? |
| | No response received from Annie Grant. 12.11.12 |

| | |
|-------------|---|
| BC7B | Comments by Director of Information Services |
| | What is the impact of the proposal on support staff and resources in the office for which you are responsible? |
| | <p>Additional good quality teaching space, through suitable lecture and seminar rooms, will be required as suitable for premium-fee masters courses to meet the additional student numbers if existing provision in UEA is insufficient to meet this demand</p> <p>There is no indication in the proposal as to whether existing teaching spaces are sufficient and suitable for premium-fee masters courses, it would be helpful if the proposal was more specific as to the requirement for suitability. Will there be an expectation for enhancements to existing teaching spaces?</p> <p>Necessity of having computer labs where up to 400 students can concurrently undertake lab sessions</p> <p>We do not currently provide a computer lab of this size and very much doubt that we could. At present the largest single IT lab is in the ITCS building and seats 80 students, there is a second lab on the floor above which seats a further 60 students.</p> <p>Jonathan Colam-French 12.11.12</p> |

| | |
|-------------|--|
| BC7C | Comments by Deputy Registrar & Secretary |
| | What is the impact of the proposal on support staff and resources in the office for which you are responsible? |
| | N/A |

| | |
|-------------|--|
| BC7D | Comments by Director(s) of Faculty Administration |
| | What is the impact of the proposal on support staff and resources in the office for which you are responsible? |
| | No response received. 12/11/12 |

| | |
|-------------|---|
| BC7E | Comments by Deputy Dean of Students (Accommodation) |
| | What is the impact of the proposal on support staff and resources in the office for which you are responsible? |
| | In September 2012, the University was unable to meet its guarantees of accommodation, despite deploying contingency measures. If the University maintains existing admissions targets at the 2012-13 levels for entry in September 2013 and achieves those targets, we are unlikely to be able to meet existing accommodation guarantees. New international (ie overseas fee paying) students are currently guaranteed rooms in residences. If the current proposal is approved and results in an overall increase in the number of new international postgraduate students, it will not be possible to meet the accommodation guarantee unless the (already) published guarantee is removed from one or more other groups of students or the University fails to meet its admissions targets elsewhere. Linda Shepherd 12.11.12 |

| | |
|-------------|--|
| BC7F | Comments by the Director of Library Services: |
| | What is the impact of the proposal on support staff and resources in the office for which you are responsible? |
| | <p>We are grateful to the School for giving us the opportunity to review the resource requirements ahead of the circulation of these course proposals. It has enabled us to do some initial costing of the specific resource requests in advance.</p> <p>With regard to the resources requested in this proposal, as things currently stand we regret that we would not be able to fund their purchases from the existing library allocation. It is important to note that the Library acquisition budget receives no additional supplementation to reflect the additional income that NBS generates for the university.</p> <p>In order to make these additional specific purchases we would require additional, recurrent, funding per annum from the university of at least £38k.</p> <p>However, the early notice of these additional resource requests has allowed us time to make a bid to the university for additional Library recurrent funding which includes funding for these resources and which takes into account the comments above relating to NBS concerns that they are under-resourced with regard to library provision. Without this required additional funding, in order to make the purchases required here, the Library would have to significantly reduce our book budgets across every school, which would result in a potential reduction in student experience for every school and faculty.</p> <p>As part of the course approval process and in response to the concerns here, we plan to meet with the Head of School for NBS to discuss their concerns in more detail.</p> <p>Pricing for each of the resources specifically cited above are as laid out below:</p> <p>Datastream £20,160 (VAT incl) Thompson One Banker – Basic Package £10,915.20 (VAT incl) Mintel Oxygen £7,200 (VAT incl) for 5 streams (20 streams available)</p> |

This section enables the course proposer to respond to any comments received prior to consideration of the business case for approval.

| | |
|-------------|--|
| BC8A | INITIATOR'S RESPONSE TO SUPPORT STAFF/PHYSICAL RESOURCES COMMENTS and Market Research/Demand comments |
| | <p>NBS asked for this document to be considered without their response at this stage.</p> <p>13/11/12</p> |

Once all sections have been completed, the Business Case may be sent for approval

Approval of the Business Case

| BC8 | APPROVAL/SIGNATURES | Approved Yes/No? | Date |
|--------|--|------------------|----------|
| BC8.L1 | School Director of Learning, Teaching and Quality: | Yes | 13/11/12 |
| BC8.L2 | Head of School (on behalf of School Board): | Yes | 13/11/12 |
| BC8.L3 | Dean of Faculty (on behalf of Faculty Executive): | Yes Neil Ward | 26/11/12 |
| BC8.L4 | PRC (if relevant) | | |
| BC8.L5 | LTC (if relevant) | | |

BC9 tells you who must now be informed once the business case has been approved.

| BC9 | Send approved Summary and approver list (BC8) to: |
|-----|--|
| | Admissions Manager, MAS (Laura.Thompson@uea.ac.uk) for reporting purposes |
| | CAMS Manager/Planning Office (ACAD) (A.M.Watson@uea.ac.uk) for allocation of: <ul style="list-style-type: none">• ROU code for each proposed ROU course• JACS code• UCAS admissions code |

The Academic Case, for consideration by the Faculty Learning, Teaching and Quality Committee (LTQC) now follows. You may complete this in parallel with the Business Case BUT the approval of the Business Case by the Faculty Executive should precede consideration by the LTQC.

PART 3 – THE ACADEMIC CASE

Please complete sections AC1 to AC5 for each new course being proposed

| | | |
|--|-----------|-----|
| | Faculty | SSF |
| | School(s) | NBS |

| | | |
|-------------|-------------------------|---|
| AC1a | Course Title | MSc Advanced Business Management (Norwich) |
| | Course Director | Ratula Chakraborty |
| AC1b | Exit Award(s) and Title | PG Cert in Management PG Dip in Management MSc |

| | | | | |
|------------|--|-----|--------------------------|----|
| AC2 | COURSE MANAGEMENT INFORMATION | | | |
| AC2.1 | REGULATORY FRAMEWORK (please tick all that apply) | | | |
| | CCS for Undergraduate Courses | | | |
| | Graduate Diplomas | | | |
| | Integrated Masters | | | |
| | PGCE | | | |
| | Common Masters Framework | | | X |
| | Postgraduate Research | | | |
| | Certificate/Diploma in Continuing Education | | | |
| | Is the course as a whole assessed on a pass/fail basis? | YES | <input type="checkbox"/> | NO |
| | Are any modules assessed on a pass/fail basis? | YES | <input type="checkbox"/> | NO |
| | If so, how many modules and what is the credit volume for each module? | | | |
| | | | | |

| | | | |
|------------|--|--|--|
| AC3 | (For undergraduate or integrated masters programmes only:) Please select only from the permitted options | | |
| | Weighting for degree classification: | Exit Award (please indicate: e.g. CertHE, DipHE) | |
| | Stage 0 | | |
| | Stage 1 | | |
| | Stage 2 | | |
| | Stage 3 | | |
| | Stage 4 | | |
| | Stage 5 | | |
| | Stage 6 | | |
| | Stage 7 | | |

| | | | | |
|------------|--|--|---|----|
| AC4 | BOARD OF EXAMINERS | | | |
| AC4.1 | Is there an existing Board of Examiners? | Yes | X | No |
| AC4.2 | If YES, which existing board will be responsible for the course? | Existing external examiners on MSc courses plus three additional | | |

| | | | | | |
|-------|--|--------------------|---|----|--|
| | | externals required | | | |
| AC4.3 | If NO, please enter details for new board of examiners | | | | |
| AC4.4 | Are any new external examiner(s) required? | Yes | X | No | |
| AC4.5 | If yes, how many? | Three | | | |

| | | | | | |
|------------|---|-----|--|----|---|
| AC5 | ACCREDITATION/VALIDATION | | | | |
| AC5.1 | Is accreditation/validation by a Professional and/or Statutory Body required? | Yes | | No | X |
| AC5.2 | Please specify which PSB and when accreditation/validation may take place. | | | | |
| | | | | | |

| | | |
|--|-----------|-----|
| | Faculty | SSF |
| | School(s) | NBS |

| | | |
|-------------|-------------------------|---|
| AC1a | Course Title | MSc Advanced Management (London) |
| | Course Director | Ratula Chakraborty |
| AC1b | Exit Award(s) and Title | PG Cert in Management PG Dip in Management MSc |

| | | | | | |
|------------|--|-----|--|----|---|
| AC2 | COURSE MANAGEMENT INFORMATION | | | | |
| AC2.1 | REGULATORY FRAMEWORK (please tick all that apply) | | | | |
| | CCS for Undergraduate Courses | | | | |
| | Graduate Diplomas | | | | |
| | Integrated Masters | | | | |
| | PGCE | | | | |
| | Common Masters Framework | | | X | |
| | Postgraduate Research | | | | |
| | Certificate/Diploma in Continuing Education | | | | |
| | Is the course as a whole assessed on a pass/fail basis? | YES | | NO | X |
| | Are any modules assessed on a pass/fail basis? | YES | | NO | X |
| | If so, how many modules and what is the credit volume for each module? | | | | |
| | | | | | |

| | | | |
|------------|--|--|--|
| AC3 | (For undergraduate or integrated masters programmes only:) Please select only from the permitted options | | |
| | Weighting for degree classification: | Exit Award (please indicate: e.g. CertHE, DipHE) | |
| | Stage 0 | | |
| | Stage 1 | | |
| | Stage 2 | | |
| | Stage 3 | | |

| | | | |
|--|---------|--|--|
| | Stage 4 | | |
| | Stage 5 | | |
| | Stage 6 | | |
| | Stage 7 | | |

| | | | | |
|------------|--|--|---|----|
| AC4 | BOARD OF EXAMINERS | | | |
| AC4.1 | Is there an existing Board of Examiners? | Yes | X | No |
| AC4.2 | If YES, which existing board will be responsible for the course? | Existing MSc External Examiners in London and three more to be appointed | | |
| AC4.3 | If NO, please enter details for new board of examiners | | | |
| AC4.4 | Are any new external examiner(s) required? | Yes | X | No |
| AC4.5 | If yes, how many? | Three | | |

| | | | | | |
|------------|---|-----|--|----|---|
| AC5 | ACCREDITATION/VALIDATION | | | | |
| AC5.1 | Is accreditation/validation by a Professional and/or Statutory Body required? | Yes | | No | X |
| AC5.2 | Please specify which PSB and when accreditation/validation may take place. | | | | |
| | | | | | |

| | | |
|--|-----------|-----|
| | Faculty | SSF |
| | School(s) | NBS |

| | | |
|-------------|-------------------------|---|
| AC1a | Course Title | MSc Sustainable Business (Norwich) |
| | Course Director | Konstantinos Chalvatzis |
| AC1b | Exit Award(s) and Title | PG Cert in Management PG Dip in Management MSc |

| | | | | | |
|------------|--|-----|--|----|---|
| AC2 | COURSE MANAGEMENT INFORMATION | | | | |
| AC2.1 | REGULATORY FRAMEWORK (please tick all that apply) | | | | |
| | CCS for Undergraduate Courses | | | | |
| | Graduate Diplomas | | | | |
| | Integrated Masters | | | | |
| | PGCE | | | | |
| | Common Masters Framework | | | X | |
| | Postgraduate Research | | | | |
| | Certificate/Diploma in Continuing Education | | | | |
| | Is the course as a whole assessed on a pass/fail basis? | YES | | NO | X |
| | Are any modules assessed on a pass/fail basis? | YES | | NO | X |
| | If so, how many modules and what is the credit volume for each module? | | | | |

| | |
|--|--|
| | |
|--|--|

| | | | |
|------------|---|--|--|
| AC3 | (For undergraduate or integrated masters programmes only:) | | |
| | Please select only from the permitted options | | |
| | Weighting for degree classification: | Exit Award (please indicate: e.g. CertHE, DipHE) | |
| | Stage 0 | | |
| | Stage 1 | | |
| | Stage 2 | | |
| | Stage 3 | | |
| | Stage 4 | | |
| | Stage 5 | | |
| | Stage 6 | | |
| | Stage 7 | | |

| | | | | |
|------------|--|---|---|----|
| AC4 | BOARD OF EXAMINERS | | | |
| AC4.1 | Is there an existing Board of Examiners? | Yes | X | No |
| AC4.2 | If YES, which existing board will be responsible for the course? | Existing MSc External Examiners in Norwich and one more to be appointed | | |
| AC4.3 | If NO, please enter details for new board of examiners | | | |
| AC4.4 | Are any new external examiner(s) required? | Yes | X | No |
| AC4.5 | If yes, how many? | One | | |

| | | | | | |
|------------|---|-----|--|----|---|
| AC5 | ACCREDITATION/VALIDATION | | | | |
| AC5.1 | Is accreditation/validation by a Professional and/or Statutory Body required? | Yes | | No | X |
| AC5.2 | Please specify which PSB and when accreditation/validation may take place. | | | | |
| | | | | | |

| | | |
|--|-----------|-----|
| | Faculty | SSF |
| | School(s) | NBS |

| | | |
|-------------|-------------------------|---|
| AC1a | Course Title | MSc Finance and Investment (Norwich) |
| | Course Director | To be advised |
| AC1b | Exit Award(s) and Title | PG Cert in Management PG Dip in Management MSc |

| | |
|--|--|
| | |
|--|--|

| | | | | |
|------------|--|-----|--|------|
| AC2 | COURSE MANAGEMENT INFORMATION | | | |
| AC2.1 | REGULATORY FRAMEWORK (please tick all that apply) | | | |
| | CCS for Undergraduate Courses | | | |
| | Graduate Diplomas | | | |
| | Integrated Masters | | | |
| | PGCE | | | |
| | Common Masters Framework | | | X |
| | Postgraduate Research | | | |
| | Certificate/Diploma in Continuing Education | | | |
| | Is the course as a whole assessed on a pass/fail basis? | YES | | NO X |
| | Are any modules assessed on a pass/fail basis? | YES | | NO X |
| | If so, how many modules and what is the credit volume for each module? | | | |
| | | | | |

| | | | |
|------------|--|--|--|
| AC3 | (For undergraduate or integrated masters programmes only:) Please select only from the permitted options | | |
| | Weighting for degree classification: | Exit Award (please indicate: e.g. CertHE, DipHE) | |
| | Stage 0 | | |
| | Stage 1 | | |
| | Stage 2 | | |
| | Stage 3 | | |
| | Stage 4 | | |
| | Stage 5 | | |
| | Stage 6 | | |
| | Stage 7 | | |

| | | | | |
|------------|--|---|---|----|
| AC4 | BOARD OF EXAMINERS | | | |
| AC4.1 | Is there an existing Board of Examiners? | Yes | X | No |
| AC4.2 | If YES, which existing board will be responsible for the course? | Existing MSc External Examiners in Norwich and one more to be appointed | | |
| AC4.3 | If NO, please enter details for new board of examiners | | | |
| AC4.4 | Are any new external examiner(s) required? | Yes | X | No |
| AC4.5 | If yes, how many? | One | | |

| | | | | |
|------------|---|-----|--|------|
| AC5 | ACCREDITATION/VALIDATION | | | |
| AC5.1 | Is accreditation/validation by a Professional and/or Statutory Body required? | Yes | | No X |
| AC5.2 | Please specify which PSB and when accreditation/validation may take place. | | | |
| | | | | |

| | |
|-----------|-----|
| Faculty | SSF |
| School(s) | NBS |

| | | |
|-------------|-------------------------|---|
| AC1a | Course Title | MSc Entrepreneurship and Strategy |
| | Course Director | Jonathan Gander |
| AC1b | Exit Award(s) and Title | PG Cert in Management PG Dip in Management MSc |

| | | | | | |
|------------|--|-----|--------------------------|----|---|
| AC2 | COURSE MANAGEMENT INFORMATION | | | | |
| AC2.1 | REGULATORY FRAMEWORK (please tick all that apply) | | | | |
| | CCS for Undergraduate Courses | | | | |
| | Graduate Diplomas | | | | |
| | Integrated Masters | | | | |
| | PGCE | | | | |
| | Common Masters Framework | | | X | |
| | Postgraduate Research | | | | |
| | Certificate/Diploma in Continuing Education | | | | |
| | Is the course as a whole assessed on a pass/fail basis? | YES | <input type="checkbox"/> | NO | X |
| | Are any modules assessed on a pass/fail basis? | YES | <input type="checkbox"/> | NO | X |
| | If so, how many modules and what is the credit volume for each module? | | | | |
| | | | | | |

| | | | |
|------------|--|--|--|
| AC3 | (For undergraduate or integrated masters programmes only:) Please select only from the permitted options | | |
| | Weighting for degree classification: | Exit Award (please indicate: e.g. CertHE, DipHE) | |
| | Stage 0 | | |
| | Stage 1 | | |
| | Stage 2 | | |
| | Stage 3 | | |
| | Stage 4 | | |
| | Stage 5 | | |
| | Stage 6 | | |
| | Stage 7 | | |

| | | | | | |
|------------|--|---|---|----|--|
| AC4 | BOARD OF EXAMINERS | | | | |
| AC4.1 | Is there an existing Board of Examiners? | Yes | X | No | |
| AC4.2 | If YES, which existing board will be responsible for the course? | Existing MSc External Examiners in London and one | | | |

| | | | | | |
|-------|--|----------------------|---|----|--|
| | | more to be appointed | | | |
| AC4.3 | If NO, please enter details for new board of examiners | | | | |
| AC4.4 | Are any new external examiner(s) required? | Yes | X | No | |
| AC4.5 | If yes, how many? | One | | | |

| | | | | | |
|------------|---|-----|--|----|---|
| AC5 | ACCREDITATION/VALIDATION | | | | |
| AC5.1 | Is accreditation/validation by a Professional and/or Statutory Body required? | Yes | | No | X |
| AC5.2 | Please specify which PSB and when accreditation/validation may take place. | | | | |
| | | | | | |

| | | | | | |
|---|--|---------------------------|---------------|----|---|
| AC6 | NEW MODULES | | | | |
| AC6a | Are there any new modules to be introduced? | YES | X | | |
| | | NO | | | |
| | If Yes, then proceed to AC6b | | | | |
| | If No, then proceed to AC6c | | | | |
| AC6b1 | Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module: | | | | |
| | Module Title: | | | | |
| | Advances in Financial Management | | | | |
| | Level: | M | Credit Value: | 20 | |
| | Semester: | 1 | | | |
| | Module Type: (e.g. EX, CW, WW, PR) | EX/CW/PR (50:30:20) | | | |
| | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | |
| | Module Organiser | Raphael Markellos | | | |
| | Distance Learning? | YES | | NO | x |
| | Brief Outline | | | | |
| <p>This module aims to develop a critical understanding and appreciation of key finance theories as they apply to financial management decisions and to understand the implications for practical problem solving. The topics covered will include Agency theory, Corporate Investment Policy, Financing of Corporations, Financial Intermediation, Payout Policy, Asset Pricing, Market Microstructure, Behavioural Finance, Anomalies and Market Efficiency.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Understand the key issues affecting financial decisions • Comprehend the agency model and its applications in finance and the firm in general. • Recognise the sources of positive net present value and understand how financial management can create value for the firm. • Appreciate the risk-return trade-off | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|---|---------------|----|---------------|----|-----------|---|--|--|------------------------------------|------------|--|--|------------------------------------|---------------------------|--|--|------------------|--|--|--|--------------------|-----|----|---|
| | <ul style="list-style-type: none"> Realize the various perspectives of the parties involved in complex transactions Recognise the incentives for and mechanics of issuing and retiring securities. Become aware of the limitations of market efficiency, investor rationality and popular empirical models <p>Indicative Text: Ross S.A., Westerfield, R.W., Jaffe, J., Jordan, B.D. (2010) Corporate Finance, European edition, McGraw-Hill. Constantinides, G., Harris, M., Stulz, R.M. eds. (2003) Corporate Finance, Volume 1A in Handbook of the Economics of Finance, Elsevier.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| AC6b2 | <p>Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module</p> <p>Module Title:</p> <p>Delivering High Performance</p> <table border="1" data-bbox="325 808 1410 1106"> <tr> <td>Level:</td> <td>M</td> <td>Credit Value:</td> <td>20</td> </tr> <tr> <td>Semester:</td> <td colspan="3">1</td> </tr> <tr> <td>Module Type: (e.g. EX, CW, WW, PR)</td> <td colspan="3">CW (40:60)</td> </tr> <tr> <td>Module marking Scheme (e.g. M40PA)</td> <td colspan="3">M50PA (Pass on aggregate)</td> </tr> <tr> <td>Module Organiser</td> <td colspan="3">Olga Tregaskis/Sara Connolly/Kevin Daniels</td> </tr> <tr> <td>Distance Learning?</td> <td>YES</td> <td>NO</td> <td>x</td> </tr> </table> <p>Brief Outline</p> <p>This module provides the knowledge and practical activities required to equip students with a robust understanding of the interplay between macro and micro institutional processes that impact on performance of employees in the work environment. The module uses a multidisciplinary lens drawing from the fields of personnel economics, comparative HRM and occupational psychology to understand how high performance practices are identified and measured; the processes underpinning high performance; barriers and conflict that may impact upon high performance.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> identify the nature and characteristics of high performance HR practices; identify the macro and micro institutional factors likely to impact on high performance HR at firm level, individual or group level; critically assess the utility of high performance HR practices; structure and present written work to meet specified criteria; as a team member, plan, structure, and present a research/intervention project designed to address high performance HR. By the end of the module students should demonstrate: <ul style="list-style-type: none"> subject mastery of the module content, theories, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts; the intellectual ability to think critically, analyse problems, understand, apply and develop concepts, synthesise different types of information, evaluate and make rationally argued judgements; the ability to research a topic or problem, observe, describe and record information accurately; the ability to use and process information, undertake content/textual analyses to inform specified assessments; | Level: | M | Credit Value: | 20 | Semester: | 1 | | | Module Type: (e.g. EX, CW, WW, PR) | CW (40:60) | | | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | Module Organiser | Olga Tregaskis/Sara Connolly/Kevin Daniels | | | Distance Learning? | YES | NO | x |
| Level: | M | Credit Value: | 20 | | | | | | | | | | | | | | | | | | | | | | |
| Semester: | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Type: (e.g. EX, CW, WW, PR) | CW (40:60) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Organiser | Olga Tregaskis/Sara Connolly/Kevin Daniels | | | | | | | | | | | | | | | | | | | | | | | | |
| Distance Learning? | YES | NO | x | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|--|---------------|----|---------------|----|-----------|---|--|--|------------------------------------|--------|--|--|------------------------------------|---------------------------|--|--|------------------|-----------------|--|--|--------------------|-----|----|---|
| | <ul style="list-style-type: none"> • effective communication: written and oral, as well as effective use of data, and IT; • effective intrapersonal, interpersonal group and teamwork skills; • a capability for self-managed learning through critical reflective practice and participation in learning set activities. <p>Indicative Text: No single text will be relied upon. Students will be directed to specialist readings on the topics covered and be expected to source additional readings.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| AC6b3 | <p>Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module</p> <p>Module Title:</p> <p>Marketing Theory and Practice</p> <table border="1" data-bbox="327 712 1412 987"> <tr> <td>Level:</td> <td>M</td> <td>Credit Value:</td> <td>20</td> </tr> <tr> <td>Semester:</td> <td colspan="3">1</td> </tr> <tr> <td>Module Type: (e.g. EX, CW, WW, PR)</td> <td colspan="3">CW /PR</td> </tr> <tr> <td>Module marking Scheme (e.g. M40PA)</td> <td colspan="3">M50PA (Pass on aggregate)</td> </tr> <tr> <td>Module Organiser</td> <td colspan="3">Nikolaos Tzokas</td> </tr> <tr> <td>Distance Learning?</td> <td>YES</td> <td>NO</td> <td>x</td> </tr> </table> <p>Brief Outline</p> <p>This module will provide the opportunity to develop appreciation and understanding of the theoretical assumptions, debates and practices that constitute the body of knowledge we recognise as marketing within the profit as well as the public and not-for-profit sectors. Current developments in the marketing discipline will be discussed alongside methodological advances, as well as social and technical changes which may impact the future development of marketing theory and practice. Discrepancies in the theory and practice of marketing will be identified and their interplay appreciated.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • articulate the philosophical foundations of marketing theory and explain their influence upon contemporary marketing practices • evaluate and debate theories, methodologies and practices in marketing • demonstrate a clear appreciation of the role of marketing within contemporary organisations • recognise changes in marketing theory and practice and the factors underpinning such changes • structure and present written work to meet specified criteria • as a team member plan, structure, and organise a group presentation <p>By the end of the module you should be able to demonstrate:</p> <ul style="list-style-type: none"> • subject mastery of the module content, paradigms, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts; • the ability to review and synthesise ideas from a large body of work • the ability to juxtapose theory and practice with social change • effective communication: written and oral, as well as effective use of IT • interpersonal, group and teamwork skills <p>Indicative Texts: Baker M. and M. Saren (2010), Marketing Theory: A Student Text [Paperback],</p> | Level: | M | Credit Value: | 20 | Semester: | 1 | | | Module Type: (e.g. EX, CW, WW, PR) | CW /PR | | | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | Module Organiser | Nikolaos Tzokas | | | Distance Learning? | YES | NO | x |
| Level: | M | Credit Value: | 20 | | | | | | | | | | | | | | | | | | | | | | |
| Semester: | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Type: (e.g. EX, CW, WW, PR) | CW /PR | | | | | | | | | | | | | | | | | | | | | | | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Organiser | Nikolaos Tzokas | | | | | | | | | | | | | | | | | | | | | | | | |
| Distance Learning? | YES | NO | x | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|--------------|--|---------------------------------|---------------|----|
| | Second Edition Maclaran, P., M. Saren, B. Stern and M. Tadajewski (2009), Marketing Theory, Sage Handbook | | | |
| AC6b4 | Please complete a separate AC6b for each New Core , Compulsory, Option A, Option B, Option C module | | | |
| | Module Title: | | | |
| | Business Regulation and Corporate Governance | | | |
| | Level: | M | Credit Value: | 20 |
| | Semester: | 2 | | |
| | Module Type: (e.g. EX, CW, WW, PR) | WW (50:50) | | |
| | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | |
| | Module Organiser | Chris Mallin; Catherine Waddams | | |
| | Distance Learning? | YES | | NO |
| | Brief Outline | | | |
| | <p>This module provides the knowledge required to understand issues in the business environment. Understanding the concept and framework of regulatory policy, both within each region and country, and as applied to individual sectors and industries, is crucial to gain maximum benefit for companies and other organisations (including those in the public and voluntary sector) and their stakeholders, and to avoid inadvertently violating legal requirements (which might involve criminal sanctions, including imprisonment). Exploring corporate governance developments in different countries will enable students to understand the importance of different institutional settings, the influence of legal, regulatory and political environments, and why differences in ownership structure have arisen and how this impacts on companies and organisations. Corporate governance in a variety of different countries is then examined in detail together with topical issues including directors' remuneration, board diversity, and succession planning.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • identify key issues in regulatory policy and corporate governance in various countries; • apply regulatory policy to individual sectors and industries; • explain the ways in which ownership structures and corporate governance have developed in various countries; • demonstrate an awareness and understanding of the major issues and concepts in business regulation and corporate governance; • appreciate the importance of the regulatory environment • understand the main constituents of competition policy • identify the differences (and justification) for implementation of competition and regulatory law in different jurisdictions. • be critically self-reflective; • structure and present written work to meet specified criteria; • as a team member plan, structure, and organise a group presentation. <p>By the end of the module students should demonstrate:</p> <ul style="list-style-type: none"> • subject mastery of the module content, paradigms, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts; • the intellectual ability to think critically, analyse problems, understand, | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|--|---------------|----|---------------|----|-----------|---|--|--|------------------------------------|------------|--|--|------------------------------------|---------------------------|--|--|------------------|---------------|--|--|--------------------|-----|----|---|
| | <p>apply and develop concepts, synthesise different types of information, evaluate and make rationally argued judgements;</p> <ul style="list-style-type: none"> • the ability to research a topic or problem, observe, describe and record information accurately; • the ability to identify, use and process information to inform specific assessments; • effective communication: written and oral, as well as appreciation of economics tools and application of principles to different cultural settings; • a capability for self-managed learning through critical reflective practice, and action research, • an awareness of cultural diversity issues. <p>Indicative Texts: Baldwin R., Cave M., and Lodge M. 'Understanding Regulation Theory, Strategy and Practice', 2nd edition, OUP 2012 Gunnar N., Jenkins H., and Kavanagh J. 'Economics for Competition Lawyers', 1st edition, OUP, 2011. Mallin C.A. 'Corporate Governance', 4th edition, OUP, 2012. Roe. M. J. 'Political Determinants of Corporate Governance', 1st edition, OUP, 2006.</p> <p>(There is no single book that is suitable for this module).</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| AC6b5 | <p>Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module</p> <p>Module Title:</p> <p>Innovation and Technology Management</p> <table border="1" data-bbox="325 1122 1410 1400"> <tr> <td>Level:</td> <td>M</td> <td>Credit Value:</td> <td>20</td> </tr> <tr> <td>Semester:</td> <td colspan="3">2</td> </tr> <tr> <td>Module Type: (e.g. EX, CW, WW, PR)</td> <td colspan="3">WW (50:50)</td> </tr> <tr> <td>Module marking Scheme (e.g. M40PA)</td> <td colspan="3">M50PA (Pass on aggregate)</td> </tr> <tr> <td>Module Organiser</td> <td colspan="3">Fiona Lettice</td> </tr> <tr> <td>Distance Learning?</td> <td>YES</td> <td>NO</td> <td>x</td> </tr> </table> <p>Brief Outline</p> <p>This module provides the knowledge required to understand the organisational importance of creating and delivering new products and services, and the supporting innovation and technology infrastructure, which are aligned to strategic business objectives. In this connection, competence in collaborating across complex inter-organisational networks is of vital importance. This module thus provides strategies and knowledge to manage the innovative transformation of business operations and processes and to use state-of-the-art technology, including digital business tools and techniques. Apposite and effective innovation and technology management practice is a critical strategic tool in businesses gaining sustainable competitive advantage. The module affords the opportunity for students to develop the skills needed for innovation and technology management practice.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • identify the nature and characteristics of innovation and technology management; • explain why, when, and how an organisation uses innovation and technology management processes, procedures and tools to add value and achieve organisational goals • demonstrate an awareness and understanding of the major issues and | Level: | M | Credit Value: | 20 | Semester: | 2 | | | Module Type: (e.g. EX, CW, WW, PR) | WW (50:50) | | | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | Module Organiser | Fiona Lettice | | | Distance Learning? | YES | NO | x |
| Level: | M | Credit Value: | 20 | | | | | | | | | | | | | | | | | | | | | | |
| Semester: | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Type: (e.g. EX, CW, WW, PR) | WW (50:50) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Organiser | Fiona Lettice | | | | | | | | | | | | | | | | | | | | | | | | |
| Distance Learning? | YES | NO | x | | | | | | | | | | | | | | | | | | | | | | |

- concepts in contemporary innovation and technology management;
- be critically self-reflective;
- structure and present written work to meet specified criteria;
- as a team member plan, structure, and organise a group presentation.
- By the end of the module students should demonstrate:
- subject mastery of the module content, paradigms, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts;
- the intellectual ability to think critically, analyse problems, understand, apply and develop concepts, synthesise different types of information, evaluate and make rationally argued judgements;
- the ability to research a topic or problem, observe, describe and record information accurately,
- the ability to use and process information, undertake content/textual analyses to inform specified assessments
- effective communication: written and oral, as well as effective use of data, and IT;
- effective intrapersonal, interpersonal group and teamwork skills;
- a capability for self-managed learning through critical reflective practice,

Indicative Text:

Dodgson, M. , Gann, D. M. and Salter, A. (2008). The Management of Technological Innovation: Strategy and Practice, Oxford University Press. ISBN: 978-0-19-920853-1.

AC6b6 Please complete a separate AC6b for each **New Core**, Compulsory, Option A, Option B, Option C module

Module Title:

Business Research Methods

| | | | |
|------------------------------------|---------------------------|---------------|----|
| Level: | M | Credit Value: | 20 |
| Semester: | 2 | | |
| Module Type: (e.g. EX, CW, WW, PR) | PR/CW (30:70) | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | |
| Module Organiser | Zografia Bika | | |
| Distance Learning? | YES | NO | x |

Brief Outline

The module examines the business research process from start to finish, offers an understanding of how the boundaries of business management knowledge are advanced through research and aims to provide students the necessary training to pursue their MSc Dissertation. Dealing with business research questions, research design and data interpretation, both systematically and creatively, is the module's core aim. The module is presented in the form of lectures and workshops based on student-led group presentations. Lectures will provide students with a variety of approaches and tools for developing their own research, whilst workshops will reinforce learning through critical evaluation of key management studies and a 'live demonstration' of originality and self-direction in tackling research questions. Further, the module affords the opportunity for MSc students to understand how established techniques of research are used to create knowledge in the discipline. It intends to support students in their summer dissertation work with their research active supervisors towards conducting an independent research project.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|--|---------------|----|---------------|----|-----------|---|--|--|------------------------------------|----|--|--|------------------------------------|---------------------------|--|--|------------------|---------------|--|--|--------------------|-----|--|----|
| | <p>Intended skills development on completion of the module:</p> <p>Subject specific skills</p> <p>By the end of the module the MSc in Advanced Management student should be able to:</p> <ul style="list-style-type: none"> • Identify and define an appropriate and relevant research philosophy; • Be aware of different epistemological and ontological stances in business management research; • Identify and define an appropriate and interesting research question; • Be aware of different ways to collect data and their associated problems; • Synthesise and apply what has been learnt in the taught element of the module; Analytical reasoning. <p>Transferable Skills</p> <p>By the end of the module the MSc in Advanced Management student should be able to:</p> <ul style="list-style-type: none"> • Evaluate statements in terms of evidence, identify assumptions, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately. • Identify a paradigm, formulate and adopt a research philosophy among a wide range of choices, choosing a philosophical stance that suits your particular take on the field study that you intend to follow, be able to understand the literature reviewed and feedback to your research question with new insight and refined specification. • Establish criteria, use appropriate decision techniques, including identifying, formulating and solving business problems; evaluating options; implementing and reviewing methodological decisions. • Scan and organise data, abstract meaning from information and share knowledge. • Deal with time management; be sensitive to diversity in people and different situations; and the ability to continue learning; • Recognise ethical situations, apply ethical and organisational values to situations and choices; <p>Indicative Core Text:</p> <p>- Saunders, M., Lewis, P. and Thornhill, A. (2009). Research Methods for Business Students. 5th Edition. Harlow: Prentice-Hall (Pearson Education).</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| AC6b7 | <p>Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module</p> <p>Module Title:</p> <p>Advanced Business Management Dissertation</p> <table border="1" data-bbox="323 1603 1412 1883"> <tr> <td>Level:</td> <td>M</td> <td>Credit Value:</td> <td>60</td> </tr> <tr> <td>Semester:</td> <td colspan="3">3</td> </tr> <tr> <td>Module Type: (e.g. EX, CW, WW, PR)</td> <td colspan="3">CW</td> </tr> <tr> <td>Module marking Scheme (e.g. M40PA)</td> <td colspan="3">M50PA (Pass on aggregate)</td> </tr> <tr> <td>Module Organiser</td> <td colspan="3">Zografia Bika</td> </tr> <tr> <td>Distance Learning?</td> <td>YES</td> <td></td> <td>NO</td> </tr> </table> <p>Brief Outline</p> <p>Dissertation Aims:</p> <p>The dissertation will allow the student to explore in-depth a research question related to their studies. It will draw upon relevant concepts and techniques introduced during the taught part of the course, and will seek to combine the theory and practice of management through the completion of a substantial and</p> | Level: | M | Credit Value: | 60 | Semester: | 3 | | | Module Type: (e.g. EX, CW, WW, PR) | CW | | | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | Module Organiser | Zografia Bika | | | Distance Learning? | YES | | NO |
| Level: | M | Credit Value: | 60 | | | | | | | | | | | | | | | | | | | | | | |
| Semester: | 3 | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Type: (e.g. EX, CW, WW, PR) | CW | | | | | | | | | | | | | | | | | | | | | | | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Organiser | Zografia Bika | | | | | | | | | | | | | | | | | | | | | | | | |
| Distance Learning? | YES | | NO | | | | | | | | | | | | | | | | | | | | | | |

relevant in-depth piece of work. This affords participants the opportunity to display their new learning and problem solving skills in a context applied to their workplace.

Dissertation Objectives:

You are expected to demonstrate:

- your ability to synthesise what you have learned on the taught element of your programme.
- your understanding of the academic concepts, practical skills and managerial techniques gained through your studies, by applying them.
- your ability to write a substantial document in a well-structured and lucid way.

Learning Outcomes:

When tackling your dissertation you should think beyond merely satisfying the Degree regulations. Do not consider it as a chore to be completed as quickly and easily as possible. Rather, think of it as an opportunity to show your true talent and thus gain a number of important benefits. For example:

- Your dissertation will be a substantial piece of work and a significant 'milestone' in your present or future career. If you conduct it enthusiastically and effectively, the resulting document will be a source of personal pride and take a prominent place on your bookshelf.
- You will benefit because, handled well, your dissertation can impress your current or potential employer, enhance your CV and develop your confidence as a highly qualified manager.
- If applicable, the organisation which may be sponsoring you or in which you may be conducting your empirical investigation will benefit either through your recommendations regarding improved managerial performance and/or in the resolution of real business problems.
- If you are considering a change in career direction, your dissertation topic may be chosen to give you experience in another functional area or discipline.
- In collaboration with your supervisor, your dissertation may provide a basis for the publication of a paper in a learned journal or for presentation at a research conference. It may also serve as the first step towards a research degree.

Skills-Based Learning Outcomes

The following are the skills-based learning outcomes achieved by students:

- critical thinking and creativity: managing creative processes in self; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately;
- problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions;
- information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge;
- (where a quantitative methodology is used) numeracy and quantitative skills including the use of models of business situations;
- effective use of Information and Communications Technology (ICT);
- personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and different situations; the

| | | | | |
|--------------|---|---------------------------|---------------|--|
| | ability to continue learning; <ul style="list-style-type: none"> ethics and value management: recognising ethical situations, applying ethical and organisational values to situations and choices; ability to conduct research into business and management issues | | | |
| AC6b8 | Please complete a separate AC6b for each New Core , Compulsory, Option A, Option B, Option C module | | | |
| | Module Title: | | | |
| | Advanced Issues in Finance and Management Accounting | | | |
| | Level: | M | Credit Value: | 20 |
| | Semester: | 1 | | |
| | Module Type: (e.g. EX, CW, WW, PR) | CW :PR (60 :40) | | |
| | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | |
| | Module Organiser | Simone Krummaker | | |
| | Distance Learning? | YES | | NO <input checked="" type="checkbox"/> |
| | Brief Outline | | | |
| | <p>This module will focus on advanced theoretical and applied issues arising in modern corporate finance and management accounting. It aims at providing knowledge and techniques to develop an understanding of key financial decisions and to challenge existing paradigms and real world phenomena. The module is organized in three main blocks: strategic management accounting, risk management and financial markets.</p> <p>The first part of the module focuses on the role of management accounting in supporting modern businesses. The ability of conventional management accounting approaches to answer to the challenges of today's business environments will be put into question. Innovative cost management and performance management approaches will be discussed and applied to real business cases. This will include, for example, the analysis of the "value" of costs and their alignment with companies' strategy. A key theme of this part of the module will be also the role of performance measurement systems in supporting strategy formulation and implementation.</p> <p>The second part of the module looks at the question "Why do corporations manage risk?" In this part of the module we will discuss implications of modern finance theory, which draws on the concepts of efficient markets and diversification, on risk management of the firm. The theoretical assumptions of the firm and financial/capital markets theory will be challenged by real world phenomena and will be discussed with focus on corporate risk management such as hedging and insurance.</p> <p>The third part of the module incorporates and addresses the vast amount of changes that have recently occurred in financial institutions and markets around the world. It sheds light on innovation, globalization, and regulation developments. It also discusses recent financial news and address practical issues facing financial managers and regulators.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> Discuss and evaluate the major theories and implications of financial innovation and theory of the firm; Demonstrate a critical understanding of the major concepts of theory of | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|--|---------------|------|---------------|----|-----------|---|--|--|------------------------------------|-------------|--|--|------------------------------------|---------------------------|--|--|------------------|-----------------------|--|--|--------------------|-----|--|------|
| | <p>the firm and an awareness of connected real world phenomena with regard to firms risk management behaviour as well as an understanding of the use of derivatives in risk management;</p> <ul style="list-style-type: none"> • Demonstrate an awareness and understanding of the major issues and concepts in strategic management accounting; • Understand and explain corporate (financial) risk management and decision making within the firm; • Analyse some of the recent financial crises in the light of financial theories and critically evaluate contemporary regulations of the financial system; • Apply appropriate cost management techniques to solve a variety of business problems; • Understand the issues companies face in formulating and implementing strategy and to design performance measurement systems accordingly; • Demonstrate an ability to gain understanding of key financial news. <p>Indicative Texts: Drury, C. (2010) Management Accounting for Business. 4th Revised edition, Cengage Learning EMEA ISBN-10: 1408017717 Eeckhoudt, Louis; Gollier, Christian and Schlesinger, Harris (2005). Economic and Financial Decisions under Risk, Princeton University Press</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| AC6b9 | <p>Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module</p> <p>Module Title:</p> <p>Value-Led Strategic Marketing</p> <table border="1" data-bbox="325 1093 1412 1368"> <tr> <td>Level:</td> <td>M</td> <td>Credit Value:</td> <td>20</td> </tr> <tr> <td>Semester:</td> <td colspan="3">1</td> </tr> <tr> <td>Module Type: (e.g. EX, CW, WW, PR)</td> <td colspan="3">WW (50 :50)</td> </tr> <tr> <td>Module marking Scheme (e.g. M40PA)</td> <td colspan="3">M50PA (Pass on aggregate)</td> </tr> <tr> <td>Module Organiser</td> <td colspan="3">Graham Spickett-Jones</td> </tr> <tr> <td>Distance Learning?</td> <td>YES</td> <td></td> <td>NO x</td> </tr> </table> <p>Brief Outline</p> <p>This module takes a values based approach to explore how strategic marketing can capture market value and how marketing campaigns can manage the value systems within markets to enhance the worth and exchange value of propositions. To do this, on the supply side of market exchanges, the module explores the value system in exchange based behaviour between organisations and their markets. It adopts a range of perspectives to identify the coherence and integration in marketing led strategies and marketing orientated cultures to identify sources of value and sources of innovation that can provide future streams of exchange value in a competitive context. The module also explores demand side aspects of value exchange through frameworks which drive consumption preferences. This includes market sensing and trend analysis. It explores perspectives on brand perception and decision making using concepts from social psychology and neuroscience set against a backdrop of symbolic interactionism. This provides frameworks that allow the role of information to be seen as supporting the forces of collaboration and competition underpinning trading behaviour in the exchange of value and against the resource allocations and social contexts in globalising markets.</p> <p>This module will encourage an understanding of the creative processes by which</p> | Level: | M | Credit Value: | 20 | Semester: | 1 | | | Module Type: (e.g. EX, CW, WW, PR) | WW (50 :50) | | | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | Module Organiser | Graham Spickett-Jones | | | Distance Learning? | YES | | NO x |
| Level: | M | Credit Value: | 20 | | | | | | | | | | | | | | | | | | | | | | |
| Semester: | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Type: (e.g. EX, CW, WW, PR) | WW (50 :50) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Organiser | Graham Spickett-Jones | | | | | | | | | | | | | | | | | | | | | | | | |
| Distance Learning? | YES | | NO x | | | | | | | | | | | | | | | | | | | | | | |

new and strategic insights can be forged and through which business capabilities can evolve. It will also develop students' capability to interpret the role of innovation not only in building propositions for a more competitive market position but also to understand the social processes by which innovations are adopted when they penetrate markets.

On completion of this module a student should be able to:

Subject related outcomes

- identify the nature and bias in human decision making related to market choices;
- explain the characteristics of an organisation which support a stronger strategic marketing orientation;
- demonstrate a critical awareness of the anthropological and social feature in the human condition which support marketing and exchange based behaviour and trace its origins in social and cultural processes that enhance a society's welfare and individual lifestyles;
- subject mastery of the module content, paradigms, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts;
- Transferable related outcomes
- be critically self-reflective;
- structure and present written work to meet specified criteria;
- as a team member plan, structure, and organise a group presentation;
- the intellectual ability to think critically, analyse problems, understand, apply and develop concepts, synthesise different types of information, evaluate and make rational judgements;
- the ability to research a topic or problem, observe, and describe information accurately,
- to use and process information and undertake analyses to inform assessment;
- effective communication in written and oral, as well as effective use of data, and IT;
- effective intrapersonal, interpersonal group and teamwork skills;
- a capability for self-managed learning through critical reflective practice, and action research,
- an awareness of cultural diversity issues.

Indicative Texts

Cravens, D. W., Piercy, N. F., 2009, Strategic marketing, 9th Ed. New York: McGraw-Hill .

Donaldson, B., O'Toole, T., 2007, Strategic market relationships: from strategy to implementation 2nd Chichester, Ed, Wiley & Sons.

Doyle, P., 2008, Value-based marketing: marketing strategies for corporate growth and shareholder value, Chichester, Wiley & Sons.

| | | | |
|---------------|--|-----------------|------------------|
| AC6b10 | Please complete a separate AC6b for each New Core , Compulsory, Option A, Option B, Option C module | | |
| | Module Title: | | |
| | Strategic Human Resource Management and Leadership | | |
| | Level: | M | Credit Value: 20 |
| | Semester: | 1 | |
| | Module Type: (e.g. EX, CW, WW, PR) | PR :CW (40 :60) | |

| | | | |
|---|---------------------------|--|------|
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | |
| Module Organiser | Francesca Fabbri | | |
| Distance Learning? | YES | | NO x |
| Brief Outline | | | |
| <p>This module combines knowledge on strategic HR and leadership in multinational companies. Human resource policies and leadership within the organisation will be analysed through a strategic lens using cutting-edge management theories and recent evidence-based research, including representative case studies.</p> <p>The importance of understanding how firms organise their work and lead employees is the first step for a successful and sustainable strategic management. Leadership and human resource policies encompass most of the different processes leading individuals to contribute towards the innovation, productivity and expansion of the organisation.</p> <p>The topics discussed in this module will be of direct fundamental importance for the employability and career development of students, regardless of their future field of work. The module will teach students strategic managing skills directed at leading and coordinating the work of employees at different levels (unit, department, and organisation), including the executive board level.</p> <p>The first part of the module will focus on the importance of information, motivation and incentives on employees' performance and organisation's competitive advantage. Organisations are the sum result of the decisions and actions of many individuals and working relationships are increasingly more complex to evaluate and direct as organisations become more globalised and workers face increasing demands and uncertainty. Within strategic HR, the students will learn to understand what motivates workers, accurately measure their performance and how to provide appropriate incentives. Analysing current (evidence-based) literature and focusing on negative as well as positive examples, the students will learn the foundations of effective governance.</p> <p>The second part of the module will take a relational perspective and explore how strategic leadership can be shared throughout in a multinational organisation. Relational thinking sees leadership as a collective activity that can be shared among different people at different times. The module will therefore be exploring the ways in which the leader, the practice of leadership and the followers become one in co-creation. One perspective is an interactional view of how leader and follower build relationships at work and mutually contribute to leadership. This perspective challenges the traditional leader-focused view of leadership where leadership is conceptualised as followers being the dependent variable of the leadership equation. The interactional view of leadership as a co-creation process broadens the perspective towards a shared understanding of leadership. Shared leadership is not only a consequence of the growing complexity in multinational firms in which leaders cannot steer a multinational organisation on their own, but also a reaction to shifting values in the workforce where followers are looking for more meaning and influence in their work.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Identify important strategies towards effective governance; • How to think systematically and strategically about managing the organization's human assets; • Analyse human resource policies under varying institutional and competitive environments; • Understand the incentive system behind different HR policies and the importance of information and incentives in the modern economy. | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|--|---------------|----|---------------|----|-----------|---|--|--|------------------------------------|-------------|--|--|------------------------------------|---------------------------|--|--|------------------|------------------|--|--|--------------------|-----|----|---|
| | <ul style="list-style-type: none"> • Critically evaluate human resource policies and shared and relational leadership in a multinational environment. • Understand and manage the job selection and hiring process • Understand why values are shifting and how strategic HR and leadership can react to it • Go beyond traditional views of leadership and conceptualise leadership as a co-creation process of leader and follower • Reflect on personal leadership style and develop self-awareness as a leader and follower • Develop relational leadership skills through problem based learning • Explore and practice the different methods enabling leadership at the individual, team and organisational levels • Utilise existing tools and practices to develop own and others' skills • Be self-directed and able to act autonomously in planning and developing own and others' leadership potential <p>Indicative Texts: Jackson, B. & Parry, K. (2011): A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership, 2e, Sage, Los Angeles et al</p> <p>Lazear, E.P. and M. Gibbs (2009), Personnel Economics in Practice, Wiley.</p> <p>Pfeffer, J. and Sutton, R. (2006): Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting From Evidence Based Management, HBS Press</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| AC6b11 | <p>Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module</p> <p>Module Title:</p> <p>Dynamics of Strategy</p> <table border="1" data-bbox="327 1227 1412 1512"> <tr> <td>Level:</td> <td>M</td> <td>Credit Value:</td> <td>20</td> </tr> <tr> <td>Semester:</td> <td colspan="3">2</td> </tr> <tr> <td>Module Type: (e.g. EX, CW, WW, PR)</td> <td colspan="3">WW (50 :50)</td> </tr> <tr> <td>Module marking Scheme (e.g. M40PA)</td> <td colspan="3">M50PA (Pass on aggregate)</td> </tr> <tr> <td>Module Organiser</td> <td colspan="3">Duncan Robertson</td> </tr> <tr> <td>Distance Learning?</td> <td>YES</td> <td>NO</td> <td>x</td> </tr> </table> <p>Brief Outline</p> <p>The purpose of this module is to train students in understanding the dynamics of these dialectic processes that characterise Strategic Management both when acting as a manager inside a firm and when interacting with competitors outside the firm. For that purpose, we will rely on real life detailed case study materials, the use of simulations and models, and academic literature that address the following issues:</p> <p>On completion of this module you will be able to determine:</p> <ul style="list-style-type: none"> • How power and influence affect our ability to “make things happen” • How executives need to act as corporate entrepreneurs when trying to get support for their initiatives inside big firms • How successful organisations must “reinvent themselves” as they go across different stages of their development • How firms need to adapt their organisation structures, metrics and reward | Level: | M | Credit Value: | 20 | Semester: | 2 | | | Module Type: (e.g. EX, CW, WW, PR) | WW (50 :50) | | | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | Module Organiser | Duncan Robertson | | | Distance Learning? | YES | NO | x |
| Level: | M | Credit Value: | 20 | | | | | | | | | | | | | | | | | | | | | | |
| Semester: | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Type: (e.g. EX, CW, WW, PR) | WW (50 :50) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Organiser | Duncan Robertson | | | | | | | | | | | | | | | | | | | | | | | | |
| Distance Learning? | YES | NO | x | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|--|---------------|----|---------------|----|-----------|---|--|--|------------------------------------|--------------------|--|--|------------------------------------|---------------------------|--|--|------------------|------------------|--|--|--------------------|-----|----|---|
| | <p>systems to reflect their strategic needs</p> <ul style="list-style-type: none"> • How firms need to act taking into account the actions of their competitors • What strategies should be executed in order for firms to navigate a constantly changing competitive landscape <p>Develop Transferable Skills:</p> <ul style="list-style-type: none"> • Ability to present ideas and support them using empirical and/or theoretical work • Problem solving skills through individual and group case analysis • Ability to work and make decisions in teams <p>Subject Knowledge</p> <ul style="list-style-type: none"> • Have a thorough knowledge of advanced theories, models, and concepts related to Strategic Management • To be able to critically explore different theories and to identify their main contributions and weaknesses <p>Develop Cognitive Skills:</p> <ul style="list-style-type: none"> • Show critical analytical skills • Be able to perform in-depth analysis of case studies and academic literature • To develop the ability to define, frame and solve corporate problems • Be able to connect theoretical work with application to business problems and sustainable competitive advantage <p>Indicative texts:</p> <p>Robertson, D. A. and Caldart, A. A. (2009) <i>The Dynamics of Strategy</i>, Oxford: Oxford University Press</p> <p>Robertson, D. A. <i>Agent-Based Models in Management Research</i> (to be handed out)</p> <p>Robertson, D. A. (2005) 'A Dynamic Model of Inter-Firm Interaction: An Agent-based Model of Market-Oriented and Customer-Led Strategies', Strategic Management Society Conference, Orlando, FL</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| AC6b12 | <p>Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module</p> <p>Module Title:</p> <p>The Frontiers of Entrepreneurship</p> <table border="1" data-bbox="325 1503 1410 1783"> <tr> <td>Level:</td> <td>M</td> <td>Credit Value:</td> <td>20</td> </tr> <tr> <td>Semester:</td> <td colspan="3">2</td> </tr> <tr> <td>Module Type: (e.g. EX, CW, WW, PR)</td> <td colspan="3">/Group CW (50 :50)</td> </tr> <tr> <td>Module marking Scheme (e.g. M40PA)</td> <td colspan="3">M50PA (Pass on aggregate)</td> </tr> <tr> <td>Module Organiser</td> <td colspan="3">Joanne Jin Zhang</td> </tr> <tr> <td>Distance Learning?</td> <td>YES</td> <td>NO</td> <td>x</td> </tr> </table> <p>Brief Outline</p> <p>At some point in their professional lives and careers, business Master's graduates will likely be involved in managing fast-growth ventures. This could happen because of a venturing process either within an existing business (intrapreneurship) or through a start-up (entrepreneurship). The goal of the module is to introduce cutting-edge concepts, theories and techniques that are reshaping our thinking about building successful ventures in fast moving environments. It asks: what are the key factors that determine whether a venture survives and grows to a significant size? It addresses both theoretical and</p> | Level: | M | Credit Value: | 20 | Semester: | 2 | | | Module Type: (e.g. EX, CW, WW, PR) | /Group CW (50 :50) | | | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | Module Organiser | Joanne Jin Zhang | | | Distance Learning? | YES | NO | x |
| Level: | M | Credit Value: | 20 | | | | | | | | | | | | | | | | | | | | | | |
| Semester: | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Type: (e.g. EX, CW, WW, PR) | /Group CW (50 :50) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Organiser | Joanne Jin Zhang | | | | | | | | | | | | | | | | | | | | | | | | |
| Distance Learning? | YES | NO | x | | | | | | | | | | | | | | | | | | | | | | |

practical issues. This module also examines entrepreneurial activities in various contexts (e.g. high-tech sectors, culture industry and social entrepreneurship) as well as at societal level.

On completion of this module you will be able to:

- explain the methods by which high-velocity firms are formed, valued and financed.
- identify different business models for running a business in various industries.
- demonstrate an awareness and understanding of the role of Intellectual Property Rights (IPRs) in venture processes.
- understand the roles and functions of an entrepreneurial team
- appreciate the dynamics of the entrepreneurial processes
- understand the implications of the external environment on entrepreneurial activities
- demonstrate an awareness of cultural and social entrepreneurship
- reason and explain the role of entrepreneurship within modern economies
- appreciate government policies for supporting entrepreneurship
- prepare for starting your own business in a high velocity environment.

Indicative Text:

- Byers, T.H., Dorf R.C. and Nelson A.J. (2011) Technology Ventures, New York: McGraw-Hill.
- Carter, S. and Jones-Evans, D (2006) Enterprise and Small Business. London: Prentice Hall.
- McGrath, M and MacMillan, M (2000) The Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in an Age of Uncertainty. Boston: Harvard Business Press.
- Stutely, R. (2007) The definitive Business Plan, London: Prentice Hall.

AC6b13 Please complete a separate AC6b for each **New** Core, Compulsory, Option A, Option B, Option C module

Module Title:

Advanced Innovation and Technology Management

| | | | |
|------------------------------------|---------------------------|---------------|----|
| Level: | M | Credit Value: | 20 |
| Semester: | 2 | | |
| Module Type: (e.g. EX, CW, WW, PR) | CW :EX (40 :60) | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | |
| Module Organiser | Georg Von Gravenitz | | |
| Distance Learning? | YES | NO | x |

Brief Outline

Today's business world is largely influenced by innovative firms, which develop, use and sell new technology. Companies such as Apple, the disruptive innovator of mobile communication, Google, a leading innovator of internet services, Microsoft, the dominant firm of desktop computing, and IBM, an innovator of earlier technology and innovation cycles, are usually well placed in market capitalization ranks. Why do innovation and technology create such returns and growth? How is innovation managed in these and other companies? This module addresses these questions from an economic and organisational perspective by presenting advanced topics from innovation and technology management.

In the first part of the module we analyse the importance of innovation and technology for firms and the interaction of strategy, technology and competition in shaping the future of innovation intensive industries. In particular, we focus on the dynamics of information technology intensive industries.

The second part of the module looks at practical aspects concerning the management of innovation and technology in organisations. We discuss business process re-engineering and process improvement, the unique characteristics of service organisations, and the role of technology in value co-creation systems. We also discuss the lean management philosophy and innovative aspects of technology in operations and supply chain management. Finally, we discuss decision making in organisations and key aspects of data and analytics-based management in relation to innovation and technology management. In general, this module will provide students with an up-to-date insight into the importance of innovation and technology as phenomena at the level of the economy and at the level of the firm. Students will also be familiarised with practical aspects of innovation and technology that managers must be aware of in the current business environment.

In terms of subject-specific skills, on completion of this module the student will have acquired advanced knowledge on:

- Innovation and growth and their links to science and technology
- Industry life cycle models and technology clusters
- Incentives and organization for innovation
- Technology positions of competing firms
- Innovative business models enabled by digital technologies
- How innovation and technology enable competitive advantage for organisations

Students will also learn how to prepare a business report identifying innovative propositions of specific business models and their related enabling technologies and value creation processes.

In terms of analytical skills, students will learn to engage with relevant scientific publications, to extract significant concepts and interpret main findings. This will be practiced through reading activities and presentations of key concepts from lectures and of findings from seminal academic articles and case studies of specific companies and industries. There will be formative assessment of these presentations. Presentations will take place a week after the lecture on a given topic. Student presentations will allow further development of managerial skills.

At the end of this module the student will be expected to:

- know about the importance of innovation and technology as well as the particular challenges they pose for firms
- understand and be able to apply key concepts relating to innovation and technology management and related fields such as entrepreneurship, information management, and service and manufacturing operations
- have learnt how to read complex scientific works in order to extract relevant insights
- practised team work, preparation and presentation of relevant material from written sources, and elaboration of business reports analysing the potentialities of specific business models.

Indicative Text:

Articles from highly regarded academic publications will be studied throughout the module, according to the reading texts specified in the programme.

| | | | | |
|---------------|---|---------------------------|---------------|------|
| AC6b14 | Please complete a separate AC6b for each New Core , Compulsory, Option A, Option B, Option C module | | | |
| | Module Title: | | | |
| | Business Research Methods | | | |
| | Level: | M | Credit Value: | 20 |
| | Semester: | 2 | | |
| | Module Type: (e.g. EX, CW, WW, PR) | PR/CW (30 :70) | | |
| | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | |
| | Module Organiser | Francesca Fabbri | | |
| | Distance Learning? | YES | | NO x |
| | Brief Outline | | | |
| | <p>Data reflecting the behaviour and the preferences of individuals and firms is ubiquitous; for instance aggregated data from searches on the Google website can be used to predict short-term demand for certain products. Business intelligence based on such data is affording many new opportunities for entrepreneurs to establish new businesses and for established businesses to grow demand and enhance their products. An ability to understand and evaluate results of data derived business intelligence is becoming increasingly important as a part of the skill set of senior management in all kinds of businesses.</p> <p>Therefore the main aim of this module is to introduce empirical methods and teach skills for business analysis based on rigorous empirical methods. The ingredients of reliable data analysis will be discussed, with an emphasis on completing a term project. The module will provide students the opportunity to develop essential analytical understanding as well as an introduction to practical data handling techniques. Focus will also be given to teaching how to critically evaluate literature. Throughout the module students will learn how to formulate the research design in order to be able ultimately to carry out a dissertation using qualitative and quantitative methods.</p> <p>The module will consist of a set of lectures and a set of seminars. Lectures will provide the theoretical basis for the use of empirical methods as well as examples of the use of these methods in a business context. Seminars will consist of practical sessions in which students will work on practical cases and datasets. The overall aim is that students learn how to make independent managerial decisions based on empirical evidence presented to them. During seminars students will also have the opportunity to explore business cases and collect ideas in order to facilitate the selection of a topic for the dissertation.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Interpret and comment on empirical analysis undertaken by others • Collect and organize small datasets • Provide descriptive analysis of a cause-effect relationship • Provide a simple multivariate analysis of a cause-effect relationship • Apply regression analysis and provide robust interpretation of its results • By the end of the module students should demonstrate: <ul style="list-style-type: none"> • An understanding of important concepts related to the collection and analysis of representative datasets. • An understanding of simple statistical concepts necessary to undertake tests of statistical significance. • An understanding of linear regression. • The ability to use a software package to obtain, manage and document | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------------------|---|---------------|------|---------------|----|-----------|---|--|--|------------------------------------|----|--|--|------------------------------------|---------------------------|--|--|------------------|------------------|--|--|--------------------|-----|--|------|
| | <p>datasets.</p> <ul style="list-style-type: none"> The ability to use a software package to analyse simple analytical questions. <p>Indicative Texts: Freedman, David A. Statistical Models: Theory and Practice. 2nd ed. Cambridge University Press, 2009.</p> <p>Saunders, M., Lewis, P. and Thornhill, A. (2009). Research Methods for Business Students. 5th Edition. Harlow: Prentice-Hall (Pearson Education).</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| AC6b15 | <p>Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module</p> <p>Module Title:</p> <p>Advanced Management Dissertation</p> <table border="1" data-bbox="325 741 1410 1021"> <tr> <td>Level:</td> <td>M</td> <td>Credit Value:</td> <td>60</td> </tr> <tr> <td>Semester:</td> <td colspan="3">3</td> </tr> <tr> <td>Module Type: (e.g. EX, CW, WW, PR)</td> <td colspan="3">CW</td> </tr> <tr> <td>Module marking Scheme (e.g. M40PA)</td> <td colspan="3">M50PA (Pass on aggregate)</td> </tr> <tr> <td>Module Organiser</td> <td colspan="3">Francesca Fabbri</td> </tr> <tr> <td>Distance Learning?</td> <td>YES</td> <td></td> <td>NO x</td> </tr> </table> <p>Brief Outline</p> <p>Dissertation Aims:</p> <p>The dissertation will allow the student to explore in-depth a research question related to their studies. It will draw upon relevant concepts and techniques introduced during the taught part of the course, and will seek to combine the theory and practice of management through the completion of a substantial and relevant in-depth piece of work. This affords participants the opportunity to display their new learning and problem solving skills in a context applied to their workplace.</p> <p>Dissertation Objectives: You are expected to demonstrate:</p> <ul style="list-style-type: none"> your ability to synthesise what you have learned on the taught element of your programme. your understanding of the academic concepts, practical skills and managerial techniques gained through your studies, by applying them. your ability to write a substantial document in a well-structured and lucid way. <p>Learning Outcomes: When tackling your dissertation you should think beyond merely satisfying the Degree regulations. Do not consider it as a chore to be completed as quickly and easily as possible. Rather, think of it as an opportunity to show your true talent and thus gain a number of important benefits. For example:</p> <ul style="list-style-type: none"> Your dissertation will be a substantial piece of work and a significant 'milestone' in your present or future career. If you conduct it enthusiastically and effectively, the resulting document will be a source of personal pride and take a prominent place on your bookshelf. You will benefit because, handled well, your dissertation can impress your | Level: | M | Credit Value: | 60 | Semester: | 3 | | | Module Type: (e.g. EX, CW, WW, PR) | CW | | | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | Module Organiser | Francesca Fabbri | | | Distance Learning? | YES | | NO x |
| Level: | M | Credit Value: | 60 | | | | | | | | | | | | | | | | | | | | | | |
| Semester: | 3 | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Type: (e.g. EX, CW, WW, PR) | CW | | | | | | | | | | | | | | | | | | | | | | | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | | | | | | | | | | | | | | | | | | | | | | | |
| Module Organiser | Francesca Fabbri | | | | | | | | | | | | | | | | | | | | | | | | |
| Distance Learning? | YES | | NO x | | | | | | | | | | | | | | | | | | | | | | |

current or potential employer, enhance your CV and develop your confidence as a highly qualified manager.

- If applicable, the organisation which may be sponsoring you or in which you may be conducting your empirical investigation will benefit either through your recommendations regarding improved managerial performance and/or in the resolution of real business problems.
- If you are considering a change in career direction, your dissertation topic may be chosen to give you experience in another functional area or discipline.
- In collaboration with your supervisor, your dissertation may provide a basis for the publication of a paper in a learned journal or for presentation at a research conference. It may also serve as the first step towards a research degree.

Skills-Based Learning Outcomes

The following are the skills-based learning outcomes achieved by students:

- critical thinking and creativity: managing creative processes in self; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately;
- problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions;
- information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge;
- (where a quantitative methodology is used) numeracy and quantitative skills including the use of models of business situations;
- effective use of Information and Communications Technology (ICT);
- personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and different situations; the ability to continue learning;
- ethics and value management: recognising ethical situations, applying ethical and organisational values to situations and choices;
- ability to conduct research into business and management issues

AC6b15 Please complete a separate AC6b for each **New** Core, Compulsory, Option A, Option B, Option C module

Module Title:

Climate Change Governance

| | | | |
|--------|---|---------------|----|
| Level: | M | Credit Value: | 20 |
|--------|---|---------------|----|

| | |
|-----------|---|
| Semester: | 2 |
|-----------|---|

| | |
|------------------------------------|-----------------|
| Module Type: (e.g. EX, CW, WW, PR) | CW :EX (50 :50) |
|------------------------------------|-----------------|

| | |
|------------------------------------|---------------------------|
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) |
|------------------------------------|---------------------------|

| | |
|------------------|-------------------------|
| Module Organiser | Konstantinos Chalvatzis |
|------------------|-------------------------|

| | | | | |
|--------------------|-----|--|----|---|
| Distance Learning? | YES | | NO | x |
|--------------------|-----|--|----|---|

Brief Outline

This module provides the knowledge required to understand how climate change is governed at a national and international level. The perspectives explored cover the viewpoints of a variety of stakeholders whether they are policy makers or businesses that have to respond to them. Students will learn how to critically

evaluate the impact of policy initiatives and link their effectiveness to regional circumstances. Climate change policy will be studied in conjunction to the closely linked frameworks governing the energy sector. Policy instruments will be considered through the lens of the regional opportunities and challenges for businesses and their competitive advantages in the international market.

On completion of this module you will be able to:

- Understand the principles of the international climate change regulations
- Appreciate the variety of related stakeholders and their perspectives
- Critically evaluate the effectiveness of policy initiatives
- Suggest responsive strategies for companies
- Link the impact of climate change policy to energy regulations
- Assess the regional differences
- Identify policy induced business opportunities

By the end of the module students should demonstrate:

- Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions.
- Numeracy and quantitative skills including the use of models of business situations; qualitative research skills.
- Personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and different situations; the ability to continue learning.
- Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management
- structure and present written work to meet specified criteria
- subject mastery of the module content, paradigms, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts;
- the intellectual ability to think critically, analyse problems, understand, apply and develop concepts, synthesise different types of information, evaluate and make rationally argued judgements;
- the ability to research a topic or problem, observe, describe and record information accurately,
- the ability to use and process information, undertake content/textual analyses to inform specified assessments
- effective communication: written and oral, as well as effective use of data, and IT;
- effective intrapersonal, interpersonal group and teamwork skills;
- a capability for self-managed learning through critical reflective practice, and action research,
- an awareness of cultural diversity issues.

Indicative Text: Climate Change and Global Energy Security: Technology and Policy Options, Marilyn A. Brown, Benjamin K. Sovacool, (2011)

AC6b17

Please complete a separate AC6b for each **New** Core, Compulsory, Option A, Option B, Option C module

Module Title:

Low Carbon Economics

| | | | |
|--|---------------------------|---------------|----|
| Level: | M | Credit Value: | 20 |
| Semester: | 2 | | |
| Module Type: (e.g. EX, CW, WW, PR) | CW :EX (50 :50) | | |
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | |
| Module Organiser | Giovanni Baicchi | | |
| Distance Learning? | YES | NO | x |
| Brief Outline | | | |
| <p>This module is designed as an introduction to general economics and the economics of sustainability and climate change from a business perspective. This is a field of applied economics that uses economic theory and quantitative methods to promote development of business of an enterprise that "meets the needs of the present without compromising the ability of future generations to meet their own needs". The students will learn tools like environmental cost benefit analysis and green accounting. These will be combined with environmental policy tools of induced innovation and diffusion for the promotions of a low carbon economy. Finally, environmental valuation will be approached through rigorous techniques and applications.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Understand the concept of economic sustainability; • Understand how economic incentives work in promoting desirable outcomes; • Understand the top-down economic and bottom up engineering approaches to the construction of abatement cost curve useful to promote sustainability • Calculate, using suitable data and software, key sustainability indicators such as: <ul style="list-style-type: none"> ○ Abatement Cost Curves for Clean Technologies ○ Carbon Footprint of business enterprises through input-output ○ Values of non-monetary quantities • Understand the importance of behavioural aspect in the context of sustainability. <p>By the end of the module students should demonstrate:</p> <ul style="list-style-type: none"> • subject mastery of the module content, paradigms, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts; • the intellectual ability to think critically, analyse problems, understand, apply and develop concepts, synthesise different types of information, evaluate and make rationally argued judgements; • the ability to research a topic or problem, observe, describe and record information accurately, • the ability to use and process information, undertake content/textual analyses to inform specified assessment • effective communication: written and oral, as well as effective use of data, and IT; • effective intrapersonal, interpersonal group and teamwork skills; • a capability for self-managed learning through critical reflective practice, and action research, • an awareness of cultural diversity issues. <p>Indicative text: Charles Kolstad (2010) Environmental Economics, Second edition, Oxford University Press</p> | | | |

| | | | | |
|---------------|--|---------------------------|---------------|------|
| AC6b18 | Please complete a separate AC6b for each New Core , Compulsory, Option A, Option B, Option C module | | | |
| | Module Title: | | | |
| | Corporate Social Responsibility | | | |
| | Level: | M | Credit Value: | 20 |
| | Semester: | 3 | | |
| | Module Type: (e.g. EX, CW, WW, PR) | EX :CW (50 :50) | | |
| | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | |
| | Module Organiser | Christine Mallin | | |
| | Distance Learning? | YES | | NO x |
| | Brief Outline | | | |
| | <p>Corporate Social Responsibility (CSR) has attracted growing interest amongst businesses which recognise its benefits both to the business and the wider community. This module explores the theoretical and practical elements of CSR in a wide range of business operations. Teaching makes use of case studies that highlight international best practice taking into account issues of geographic and cultural diversity. Whilst this module expands on the breadth of CSR it does so in an integrative way where the skills and knowledge of the preceding specialist modules are being put into an applied perspective.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Discuss current developments in corporate social responsibility in an international context; • Evaluate the practice and implementation of corporate social responsibility in business organisations in selected countries; • Understand the impact of cultural and geographical diversity in the effectiveness of CSR; • Appreciate the range of options for forward thinking businesses engaging in CSR projects ; • Evaluate the role of institutional investors, shareholders, and other stakeholders in promoting corporate social responsibility; • Structure and present written work to meet specified criteria; • As a team member plan, structure, and organise a group presentation. <p>By the end of the module students should demonstrate:</p> <ul style="list-style-type: none"> • subject mastery of the module content, paradigms, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts; • the intellectual ability to think critically, analyse problems, understand, apply and develop concepts, synthesise different types of information, evaluate and make rationally argued judgements; • the ability to research a topic or problem, observe, describe and record information accurately, • the ability to use and process information, undertake content/textual analyses to inform specified assessments • effective communication: written and oral, as well as effective use of data; • effective interpersonal group and teamwork skills; • a capability for self-managed learning through critical reflective practice, and action research. <p>Indicative Text: Corporate Social Responsibility: A case study approach. Christine A. Mallin. Edward Elgar Publishing Ltd, 1st edition, 2009.</p> | | | |

| | | | | |
|---------------|---|---|---------------------------|--|
| AC6b19 | Please complete a separate AC6b for each New Core , Compulsory, Option A, Option B, Option C module | | | |
| | Module Title: | | | |
| | Sustainable Finance and Responsible Investment | | | |
| | Level: | M | Credit Value: | 20 |
| | Semester: | | 2 | |
| | Module Type: (e.g. EX, CW, WW, PR) | | EX :CW (50 :50) | |
| | Module marking Scheme (e.g. M40PA) | | M50PA (Pass on aggregate) | |
| | Module Organiser | | Andrea Finegan | |
| | Distance Learning? | | YES | NO <input checked="" type="checkbox"/> |
| | Brief Outline | | | |
| | <p>Sustainable Finance and Responsible Investing are fast developing areas. They take established financial instruments and skills which earn profits and apply them to the management of environmental, social and governance (ESG) issues within companies and investors to create sustainable businesses and communities.</p> <p>Finance professionals provide a service in order to generate profits. This does not preclude the creation of sustainable value in the areas it is being applied: investment banking; capital markets; commercial banking; and investment management.</p> <p>Specifically, the module covers the following areas:</p> <ul style="list-style-type: none"> • Banking and Insurance – lending policies and environmental products • Capital Markets – looking at environmental issues and emissions trading • Project Finance - sustainable infrastructure development and carbon reduction projects • Investment Management – improving corporate governance and influencing companies through ESG obligations • Knowledge of financial markets is not a pre-requisite. <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • understand and be able to use established theories and tools from the mainstream financial market; • explain, how and why these financial tools are adapted to incorporate Environmental, Social and Governance (ESG) criteria to deliver financial goals from an investor and corporate perspective as well as create sustainable value; • demonstrate an awareness and understanding of the major issues and concepts in responsible investing (RI) and environmental finance; • be critically self-reflective; • structure and present written work to meet specified criteria; • as a team member plan, structure, and organise a group presentation. <p>By the end of the module students should demonstrate:</p> <ul style="list-style-type: none"> • subject mastery of the module content, paradigms, conceptual bases, their limitations and boundaries as well as the module's relationships to other subjects and their contexts; • the intellectual ability to think critically, analyse problems, understand, apply and develop concepts, synthesise different types of information, | | | |

- evaluate and make rationally argued judgements;
- the ability to research a topic or problem, observe, describe and record information accurately,
- the ability to use and process information, undertake content/textual analyses to inform specified assessments
- effective communication: written and oral, as well as effective use of data, and IT;
- effective intrapersonal, interpersonal group and teamwork skills;
- a capability for self-managed learning through critical reflective practice, and action research,
- an awareness of cultural diversity issues.

Indicative Text: Socially Responsible Finance and Investing: Financial Institutions, Corporations, Investors, and Activists, H. Kent Baker, John R. Nofsinger, 2012

AC6b20 Please complete a separate AC6b for each **New** Core, Compulsory, Option A, Option B, Option C module

Module Title:

Entrepreneurial Leadership

| | | | |
|--------|---|---------------|----|
| Level: | M | Credit Value: | 20 |
|--------|---|---------------|----|

| | |
|-----------|---|
| Semester: | 2 |
|-----------|---|

| | |
|------------------------------------|------------------|
| Module Type: (e.g. EX, CW, WW, PR) | CW : PR (60 :40) |
|------------------------------------|------------------|

| | |
|------------------------------------|---------------------------|
| Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) |
|------------------------------------|---------------------------|

| | |
|------------------|------------------|
| Module Organiser | Stefan Krummaker |
|------------------|------------------|

| | | | | |
|--------------------|-----|--|----|---|
| Distance Learning? | YES | | NO | x |
|--------------------|-----|--|----|---|

Brief Outline

This module will help the students to understand, reflect upon and develop the practices and attitudes of entrepreneurship and leadership in start-up and small businesses. Starting a new venture requires vision and the ability to win support from others. In this way entrepreneurial activity is an influential process that demands leadership and the motivation of one's self and others. The module will introduce the students to different kinds of entrepreneurial and leadership approaches designed to explore what it means to be entrepreneurial.

Entrepreneurial leadership involves creating and sustaining energy among the group and individual (emotional, cognitive, and behavioural). This wide range of abilities spans creative thinking such as "imagineering", problem recognition and dreaming, personality testing and self-awareness, as well as skills to align others to the vision of the business. Attitudes to risk will be explored plus aspects of self-belief and faith along with techniques of negotiation, persuasion and selling.

On completion of this module you will be able to:

- Understand what it means to be an entrepreneurial leader
- Practice behavioural tactics to motivate, align and convince
- Recognise the importance of ethical leadership
- Use creative thinking techniques to design innovative or competitive products and services
- Understand how entrepreneurial success requires visionary leadership
- Reflect on your own attitude and skills to generating ideas, dealing with personal risk (failure)and coping with uncertainty

Indicative Text: Bono, E. (1990) Lateral Thinking: A textbook of Creativity.

| | | | | |
|---------------|--|--|---------------|----|
| | London: Penguin Northouse, P. G. (2013), Leadership: Theory and Practice, 6th edition, London Sage | | | |
| AC6b21 | Please complete a separate AC6b for each New Core, Compulsory, Option A, Option B, Option C module | | | |
| | Module Title: | | | |
| | Planning your Enterprise | | | |
| | Level: | M | Credit Value: | 20 |
| | Semester: | 2 | | |
| | Module Type: (e.g. EX, CW, WW, PR) | CW (Business Plan + Individual presentation) | | |
| | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | | |
| | Module Organiser | Jonathan Gander | | |
| | Distance Learning? | YES | NO | x |
| | Brief Outline | | | |
| | <p>This module provides the knowledge required to write a business plan designed to win funding and prepare the enterprise for launch. The skills and knowledge required to plan what resources are needed, what benefits the product/service will compete on and how to construct an argument that will secure backing are critical to the success of a new enterprise. Students will be introduced to the components of a business plan, the key principles of planning, forecasting and risk and the importance of designing as competitive offer. Lectures introduces the sections of a business plan will be followed by workshops during which the students in their groups organiser and construct their plan.</p> <p>On completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Prepare a business plan for a new venture or the revitalisation of an existing one • demonstrate understanding of how to research a market opportunity and design a competitive product/service • develop a strategy to compete against existing organisations • demonstrate basic financial planning skills of budgeting and forecasting • consider the different sources of funding and their pros and cons • translate ideas into a series of stages needed to launch the offer • understand the task of promotion and show understanding of what is needed to promote their idea • explain to potential investors the strengths of the business idea <p>Indicative Text: Stutely, R. (2007) The definitive business plan, London: FT Prentice Hall</p> | | | |

| | | | |
|--------------|--|--|------------------|
| AC7c1 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | |
| | For two of the proposed conversion MSc courses in Norwich: MSc Sustainable Business MSc Finance and Investment - the following existing Compulsory modules have to be taken by the students. | | |
| | Module Title: | Managing People and Organisations | |
| | Module Code: | NBS-MC01 | Semester: 1 |
| | Level: | M | Credit Value: 20 |
| | Module Organiser | Josie Kinge | |
| | Module Type: (EX / CW / WW / PR etc) | WW | |
| | Module marking Scheme: (e.g. M40PA) | M50PA (Pass on aggregate) | |
| | Brief Outline: | | |
| | <p>The module provides an overview of how to manage the people in the organisation. The module will raise awareness of the dynamics involved at work and how effective management of employees can lead to improved organisational performance. It focuses on the area of human behaviour in the workplace, covering both the individual and how individuals interact at work.</p> | | |
| AC7c2 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | |
| | Module Title: | Marketing and Strategy: Markets, Competitors and Customers | |
| | Module Code: | NBS-MC03 | Semester 1 |
| | Level: | M | Credit Value: 20 |
| | Module Organiser | Kevan Williams | |
| | Module Type: (EX / CW / WW / PR etc) | WW | |
| | Module marking Scheme (e.g. M40PA) | M50PA (Pass on aggregate) | |
| | Brief Outline: | | |
| | <p>We live or die by the decisions of the market. If we are good we thrive, if not....well, we don't want to go there. The two connected disciplines that we use to determine our fate are strategy and marketing. Strategy for it is about creating the future and managing our future development and marketing for whatever we do it</p> | | |

| | | | |
|--------------------------------------|--|---------------|----|
| | must be grounded in the reality of our chosen markets. Further is it not the best products or services that usually win, but it is the best marketed products or services. Drawing on theories, models, case studies and experience this module develops strategists and marketers to lead firms in their future development. | | |
| AC7c3 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | |
| Module Title: | Accounting, Finance and Technology Management | | |
| Module Code: | NBS-MC05 | Semester: | 1 |
| Level: | M | Credit Value: | 20 |
| Module Organiser | Omiros Georgiou | | |
| Module Type: (EX / CW / WW / PR etc) | WW | | |
| Module marking Scheme (e.g. M40PA): | M50PA (Pass on aggregate) | | |
| Brief Outline: | | | |
| | <p>The module lays the foundation for general accounting and finance knowledge. It is an introductory course for students with differing prior knowledge and backgrounds. It also aims to provide a foundation in two key areas of business management, Operations and Information Systems so that, on completion of the module, the student will be in a position to undertake more advanced study of these important topics.</p> | | |

| | | | |
|--------------------------------------|--|---------------|--------|
| AC7c4 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | |
| Module Title: | Management Skills and Personal Development | | |
| Module Code: | NBS-MC05 | Semester: | 1 to 3 |
| Level: | M | Credit Value: | 20 |
| Module Organiser | David Dowedell-Allaway | | |
| Module Type: (EX / CW / WW / PR etc) | (CW) | | |
| Module marking Scheme (e.g. M40PA): | M50PA (Pass on aggregate) | | |
| Brief Outline: | | | |

This module is designed to give students a solid set of study skills, personal skills, and management skills through which their learning from across all modules develops into a coherent whole. The focus will be on developing the skills recognised as important for securing meaningful employment in the global marketplace appropriate to the Masters level of qualification. The format of the module will consist of workshops, and the underlying pedagogic approach will be of experiential learning and action research.

| | | | |
|--------------|---|-------------------------------------|------------------|
| AC7c1 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | |
| | For the proposed conversion MSc course in London: MSc Entrepreneurship and Strategy - the following existing Compulsory modules have to be taken by the students. | | |
| | Module Title: | Financial and Management Accounting | |
| | Module Code: | NBSLM11D | Semester: 1 |
| | Level: | M | Credit Value: 20 |
| | Module Organiser | Anna Raffoni | |
| | Module Type: (EX / CW / WW / PR etc) | WW | |
| | Module marking Scheme (e.g. M40PA): | M50PA (Pass on aggregate) | |
| | Brief Outline: | | |
| | <p>The module lays the foundation for general accounting both financial and management knowledge. The module forms an underpinning for subsequent studies in finance. This module examines the design and use of accounting information prepared by organisations in both the public and private sectors. It is designed to cater for students with differing prior knowledge and backgrounds. The module includes financial accounting and reporting to those external to the organisation, and management accounting and decision-making for those internal to the organisation. Throughout the module, the aim is to focus on the use and users of accounts.</p> | | |

| | | | |
|--------------|--|---------------------------|------------------|
| AC7c2 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | |
| | Module Title: | Human Resource Management | |
| | Module Code: | NBSLM21D | Semester: 1 |
| | Level: | M | Credit Value: 20 |

| | | | | |
|--------------|---|--|---------------|--------|
| | Module Organiser | Marie Bailey | | |
| | Module Type: (EX / CW / WW / PR etc) | WW | | |
| | Module marking Scheme (e.g. M40PA): | M50PA (Pass on aggregate) | | |
| | Brief Outline: | | | |
| | <p>Students are introduced to the contemporary debates, theories and concepts which underpin HRM and the employment relationship within the wider business context. Emphasis is placed on understanding how HRM relates to strategic business decision-making and its implications in the workplace. It also demonstrates the importance people management plays in achieving competitive advantage in an increasingly complex and globalised business environment.</p> | | | |
| AC7c3 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | | |
| | Module Title: | Principles of Marketing | | |
| | Module Code: | NBSLM23D | Semester: | 1 |
| | Level: | M | Credit Value: | 20 |
| | Module Organiser | Karen Richards | | |
| | Module Type: (EX / CW / WW / PR etc) | WW | | |
| | Module marking Scheme (e.g. M40PA): | M50PA (Pass on aggregate) | | |
| | Brief Outline: | | | |
| | <p>This module will develop students' awareness and understanding of the role that marketing plays in business and the impact it has on society from both a business and consumer perspective. To develop knowledge and understanding of marketing as an integrated approach to business activity. To provide a framework for analysing marketing problems and an appreciation of the analytical tools available in developing strategic marketing responses.</p> | | | |
| AC7c4 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | | |
| | Module Title: | Management Skills and Personal Development | | |
| | Module Code: | NBSLM32Y | Semester: | 1 to 3 |
| | Level: | M | Credit Value: | 20 |
| | Module Organiser | Fahri Karakas | | |

| | | | | |
|--------------|---|--|---------------|----|
| | Module Type: (EX / CW / WW / PR etc) | WW | | |
| | Module marking Scheme (e.g. M40PA): | M50PA (Pass on aggregate) | | |
| | Brief Outline: | | | |
| | <p>This module is designed to stimulate the personal and professional development of students and to enhance their employability beyond “first destination”. A vital guiding principle for this module is that participation precedes learning and, thus, students will be encouraged and expected to situate themselves firmly at the core of their learning and to explore through reflection on their own experience of working both as an individual and as part of a multicultural team.</p> | | | |
| AC7c5 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | | |
| | Module Title: | Entrepreneurship and Small Business Management | | |
| | Module Code: | NBSLM28E | Semester: | 2 |
| | Level: | M | Credit Value: | 20 |
| | Module Organiser | Georg Von Gravenitz | | |
| | Module Type: (EX / CW / WW / PR etc) | WW | | |
| | Module marking Scheme (e.g. M40PA): | M50PA (Pass on aggregate) | | |
| | Brief Outline: | | | |
| | <p>The module aims to provide students with knowledge of the significance of entrepreneurship and the small business sector within developed and developing economies, and to enable a research-led understanding of the factors that affect the small business birth, growth, success and failure internationally. In doing so, the module enables students to appreciate i) the extant relevance of small firms to established and developing economies, as well as ii) the sociological trends influencing these dynamics which will be critically reflected upon within the module.</p> | | | |

| | | | | |
|--------------|--|----------------------|---------------|----|
| AC7c6 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | | |
| | Module Title: | Strategic Management | | |
| | Module Code: | NBSLM30E | Semester: | 2 |
| | Level: | M | Credit Value: | 20 |

| | | | |
|---|---------------------------|--|--|
| Module Organiser | Duncan Robertson | | |
| Module Type: (EX / CW / WW / PR etc) | WW | | |
| Module marking Scheme (e.g. M40PA): | M50PA (Pass on aggregate) | | |
| Brief Outline: | | | |
| <p>Strategic Management is concerned with how firms are able to achieve sustainable competitive strategic advantage. 'Competitive Advantage' emphasises the fact that firms do not act independently but operate in a competitive environment with other firms also seeking to gain market share, revenue, or profits. 'Sustainable' emphasises that we are interested in the long-term, not in operational or tactical responses to these competitors. In this module, we set out how to see how a strategist (for example a chief executive) would analyse the long term, strategic issues facing their firm.</p> | | | |

| | | | |
|---|--|---------------|----|
| AC7c7 | DESCRIBE CORE OR COMPULSORY EXISTING MODULES | | |
| | Please complete for existing modules that are Core or Compulsory for this course | | |
| Module Title: | Business Strategy Simulation | | |
| Module Code: | NBSLM38F | Semester: | 3 |
| Level: | M | Credit Value: | 20 |
| Module Organiser | Efthimios Poulis | | |
| Module Type: (EX / CW / WW / PR etc) | WW | | |
| Module marking Scheme (e.g. M40PA): | M50PA (Pass on aggregate) | | |
| Brief Outline: | | | |
| <p>The central role of strategy within the business is about 'creating the future'. This role was already challenging in the past, but it is even more challenging now, since strategy makers must seek to dominate the market, through achieving competitive advantage in the global arena.</p> <p>This module focuses on the key theories, frameworks, and models necessary for students to understand and to be able to develop and implement strategic plans in order to achieve competitive advantage.</p> | | | |

| | |
|------------|--|
| AC8 | If the course is a joint course, how will the student experience be managed? |
| | N/A |

| | |
|------------|--|
| AC9 | COURSE PROFILE AND AWARD REQUIREMENTS |
|------------|--|

| | | |
|-----------------|--------------------|--|
| Course 1 | Year 1 | |
| | Compulsory Modules | <p>MSc Advanced Business Management (Norwich)</p> <p>SEM 1</p> <ul style="list-style-type: none"> • Advances in Financial Management (20 credits) • Delivering High Performance (20 credits) • Marketing Theory and Practice (20 credits) <p>SEM2</p> <ul style="list-style-type: none"> • Business Regulation and Corporate Finance (20 credits) • Innovation and Technology Management (20 credits) • Business Research Methods (20 credits) <p>SEM3</p> <ul style="list-style-type: none"> • Advanced Management Dissertation (60 credits) |
| Course 2 | Year 1 | |
| | Compulsory Modules | <p>MSc Entrepreneurship and Strategy (London)</p> <p>SEM1</p> <ul style="list-style-type: none"> • Human Resource Management (20 credits) NBSLM21 • Financial & Management Accounting (20 credits) NBSLM11D • Principles of Marketing (20 credits) NBSLM23D <p>SEM2</p> <ul style="list-style-type: none"> • Entrepreneurship and Small Business Management (20 credits) NBSLM16E • Entrepreneurial Leadership (20 credits) • Strategic Management (20 credits) NBSLM30E <p>SEM3</p> <ul style="list-style-type: none"> • Business Strategy Simulation (20 credits) NBSLM38F • Planning your Enterprise (20 credits) <p>Year Long</p> <ul style="list-style-type: none"> • Management Skills & Personal Development (20 credits) NBSLM32Y |
| Course | Year 1 | |

| | | |
|----------|--|--|
| 3 | Compulsory modules | <p>MSc Sustainable Business (Norwich)</p> <p>SEM 1</p> <ul style="list-style-type: none"> Accounting Finance and Technology Management (20 credits) NBS-MC05 Managing People and Organisations (20 credits) NBS-MC01 Marketing and Strategy: Markets, Competitors and Customers (20 credits) NBS-MC03 <p>SEM2</p> <ul style="list-style-type: none"> Climate Change and Governance (20 credits) Low Carbon Economics (20 credits) Sustainable Finance and Responsible Investment (20 credits) <p>SEM3</p> <ul style="list-style-type: none"> Corporate Social Responsibility (20 credits) Integrated Business Decisions (20 credits) <p>Year Long</p> <ul style="list-style-type: none"> Management Skills and Personal Development (20 credits) |
| Course 4 | Year 1 | <p>MSc Finance and Investment (Norwich)</p> <p>SEM 1</p> <ul style="list-style-type: none"> Accounting Finance and Technology Management (20 credits) NBS-MC05 Managing People and Organisations (20 credits) NBS-MC01 Marketing and Strategy: Markets, Competitors and Customers (20 credits) NBS-MC03 <p>SEM2</p> <ul style="list-style-type: none"> Corporate Financial Management (20 credits) NBS-MC60 International Corporate Governance (20 credits) ----- International Financial Reporting (20 credits) Financial Modelling (20 credits) Entrepreneurship and Small Business Management (20 credits) <p>SEM3</p> <ul style="list-style-type: none"> Advanced Financial and Investment Management (20 credits) Integrated Business Decisions (20 credits) |
| | In Semester 2 – One 20 credit option module to be chosen from: | |

| | | |
|-----------------|---|--|
| Course 5 | | Year Long <ul style="list-style-type: none"> • Management Skills and Personal Development (20 credits) |
| | Year 1 | |
| | Compulsory modules In semester 2 - one 20 credit option module to be chosen from | MSc Advanced Management (London) <p>SEM 1</p> <ul style="list-style-type: none"> • Advanced Issues in Finance and Management Accounting (20 credits) • Values Led Strategic Marketing (20 credits) • Strategic Human Resource Management and Leadership (20 credits) <p>SEM2</p> <ul style="list-style-type: none"> • Business Research Methods (20 credits) • The Dynamics of Strategy (20 credits) ----- • Advanced Innovation and Technology Management (20 credits) • Frontiers of Entrepreneurship (20 credits) <p>SEM3</p> <ul style="list-style-type: none"> • Advanced Management Dissertation (60 credits) |

NOTE: Whilst the University will make every effort to offer the module listed, changes may sometimes have to be made for reason outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave. Where this is the case, the University will endeavour to inform students.

**PROGRAMME SPECIFICATION FOR AN AWARD OF
THE UNIVERSITY OF EAST ANGLIA**

(The summary section may be used for publicity purposes. The full specification may also be publicly available).

Note: One Programme Specification may be used for all courses (ROUs) in the proposal. Please indicate where there are any differences (including any course (ROU) specific learning outcomes) between courses (ROUs) in the free text and explain how learning outcomes at the programme level (i.e. covering all courses) may be demonstrated.

| | |
|------------|---|
| PS1 | EDUCATIONAL AIMS AND LEARNING OUTCOMES |
| PS1.1 | Overview of aims and learning outcomes: |
| | By the end of the programme students should be able to: |

- Assess critically the relationship between organisations, their external context, and their management process.
- Review critically and apply creatively the body of knowledge relating to organisations, their external context, and their management process.
- Make informed judgements about the appropriate application of theory to managerial practice in relation to organisations, their external context, and their management process.
- Evaluate and recommend options for the improvement of managerial practice in relation to organisations, their external context, and their management process.

In respect of the five separate MSc's they will in addition:

Advanced Management / Advanced Business Management – understand, appreciate and utilise advanced management concepts, theories and practices in key business functions and addressing key business challenges in the following critical areas: accounting/finance; innovation/technology management; marketing/branding; strategy/enterprise; and business regulation.

Entrepreneurship and Strategy – understand and appreciate business development and strategy for new business ventures and small businesses that facilitate their growth and success as well as contribute to the leadership, strategy and management of change.

Finance and Investment – understand and appreciate the basis of finance and investment decisions, the operation of financial markets and the provision of financial services.

Sustainable Business – understand and appreciate the means to build success businesses found on sustainable resourcing principles and responsible management practices

To achieve these aims, successful graduates of the course will:

1. Be able to reflect on and learn from experience and thus be able to integrate new knowledge with past experience and apply it to new situations
2. Be able to challenge preconceptions and to remove subject and functional boundaries so as to handle complex situations holistically
3. Have particular strengths in analysing, synthesising and solving complex unstructured business problems
4. Be able to communicate their findings
5. Have the skills to implement agreed solutions effectively and efficiently
6. Strongly developed interpersonal skills and to be able to interact effectively with a range of specialists
7. Be able to collect relevant information across a range of areas pertaining to a current situation, analyse that information and synthesise it into an appropriate form in order to evaluate decision alternatives.

PS1.2 Knowledge and Understanding:

Successful graduates will have:

1. A systematic understanding of relevant knowledge about organisations, their external context and how they are managed
2. Application of relevant knowledge to a range of complex situations taking

| | |
|-------|--|
| | <p>account of its relationship and interaction with other areas of the business or organisation</p> <ol style="list-style-type: none"> 3. A critical awareness of current issues in business and management which is informed by leading edge research and practice in the field 4. An understanding of appropriate techniques sufficient to allow detailed investigation into relevant business and management issues 5. Creativity in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to develop and interpret knowledge in business and management 6. Ability to acquire and analyse data and information, to evaluate their relevance and validity, and to synthesise a range of information in the context of new situations 7. Conceptual understanding that enables the student to: <ol style="list-style-type: none"> a. Evaluate the rigour and validity of published research and assess its relevance to new situations b. Extrapolate from existing research and scholarship to identify new or revised approaches to practice 8. Ability to conduct research into business and management issues that requires familiarity with a range of business data, research sources and appropriate methodologies, and for such to inform the overall learning process 9. Ability to communicate effectively both orally and in writing, using a range of media <p>Operate effectively in a variety of team roles and take leadership roles,</p> |
| PS1.3 | <p>Cognitive Skills:</p> <ol style="list-style-type: none"> 1. Critical thinking and creativity: managing creative processes in self and others; organising thoughts, analysis, synthesis, critical appraisal. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately. 2. Problem solving and decision making: establishing criteria, using appropriate decision techniques including identifying, formulating and solving business problems; the ability to create, identify and evaluate options; the ability to implement and review decisions. 3. Information and knowledge: scanning and organising data, abstracting meaning from information and sharing knowledge 4. Numeracy and quantitative skills including the use of models of business situations; qualitative research skills 5. Effective use of Communication and Information Technology (CIT) 6. Two-way communication: listening, negotiating and persuading or influencing others; oral and written communication, using a range of media, including the preparation of business reports 7. Personal effectiveness: self-awareness and self-management; time management; sensitivity to diversity in people and different situations; the ability to continue learning. 8. Effective performance within a team environment and the ability to recognise and utilise individuals' contributions in group processes; team selection, delegation, development and management 9. Leadership and performance management: selecting appropriate leadership style for situations; setting targets, motivating, monitoring performance, coaching and mentoring, continuous improvement. 10. Ethics and value management: recognising ethical situations, applying ethical |

| | |
|------------|--|
| | <p>and organisational values to situations and choices</p> <p>11. Ability to conduct research into business and management issues</p> <p>12. Learning through reflection on practice and experience.</p> |
| PS1.4 | <p>Subject specific skills (including practical skills):</p> <p>Within the broad framework of organisations, their external context and management, successful students will have gained knowledge and developed understanding in the following areas:</p> <ol style="list-style-type: none"> 1. Markets - the development and operation of markets for resources, goods and services 2. Customers - customer expectations, service and orientation 3. Finance - the sources, uses and management of finance; the use of accounting and other information systems for managerial applications 4. People - the management and development of people within organisations 5. Operations - the management of resources and operations; information systems; the development, management and exploitation of information systems and their impact upon organisations 6. Communication and information technology (CIT) - comprehension and use of relevant CIT for application in business and management 7. Business policy and strategy - the development of appropriate policies and strategies within a changing environment, to meet stakeholder interests <p>Pervasive issues - these would include sustainability, globalisation, corporate, social responsibility, diversity, business innovation, creativity, enterprise development, knowledge management and risk management.</p> |
| PS1.5 | <p>General/transferable key skills and attributes:</p> <p>On completion of their respective MSc, students should be able to:</p> <ol style="list-style-type: none"> 1. Consistently apply their knowledge and subject-specific and wider intellectual skills 2. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to a range of audiences 3. Be proactive in recognising the need for change and have the ability to manage change 4. Be adaptable, and show originality, insight, and critical and reflective abilities which can all be brought to bear upon problem situations 5. Make decisions in complex and unpredictable situations 6. Evaluate and integrate theory and practice in a wide range of situations 7. Be self-directed and able to act autonomously in planning and implementing projects at professional levels 8. Take responsibility for continuing to develop their own knowledge and skills. |
| PS2 | TEACHING AND ASSESSMENT STRATEGIES AND METHODS |
| PS2.1 | <p>(please describe including how these enable students to demonstrate achievement of the learning outcomes):</p> <p>There is a different approach for the three proposed conversion-based masters programmes (i.e. MSc Finance and Investment, MSc Sustainable Business, and MSc Entrepreneurship and Strategy) and the two cognate-based masters</p> |

programmes.

1. Conversion-based masters courses

All three programmes are designed around a common structure requiring students to take nine 20-credit modules across the 12 months of the programme, divided into three semesters.

Each semester they are assessed for 60 credits. The modules have assessment tailored to the module content, objectives and intended learning outcomes. Many are assessed 50:50 coursework and examination, but some have project, group and/or presentation elements, to encourage and test a range of different skills and knowledge. The year-long module, Management Skills and Personal Development (MSPD), is assessed by coursework only.

All modules will incorporate a formative assessment early on in the delivery to aid the student's development of requisite skills and knowledge. Examinations will be of 2 hours duration, timed to correspond with the university cycles of January, May and August.

Semester 1 is identical for all conversion masters programmes run respectively in Norwich or London, where students are required to take three compulsory modules that cover three core aspects of business management: human resource management, accounting/finance, and marketing/strategy. This establishes a firm foundation for later studies of management plus allowing late choice of degree specialism. Semester 1 has strong functional dimension and the use of common case studies explored through the lens of functional modules achieve an organisational and integrative perspective.

Lectures will be of 4 hours per week with fortnightly seminars (4) or workshops with groups of 20 students. In addition, the teaching team members will make themselves available for 2 hours per week for personal or group tutoring.

In Semester 2, students are streamed into their respective degrees. In each degree stream they take compulsory modules in their respective disciplinary area, and where available electives that specifically relate to their specialist area. This establishes the specialism which will be built on in the third semester while still retaining a strong general management theme by allowing exploration of a number of other functional domains. The second semester compulsory specialism provides the step up from common first semester to the advanced and integrative specialism in the third semester.

Teaching schedule will be 4 hours lecture/workshop which is delivered in a more flexible manner reflecting the student numbers in the respective modules. Provision for 1 hour surgery alternate weeks by the module leader will ensure support but encourage development of independence. This same teaching approach is adopted in semester 3 when students should have developed greater independence and be set more challenging assignments. An important difference against cognate Masters is the lack of dissertation this is deliberate and reflects the lack of realism in undertaking such tasks in student who have only studied the disciplines for 9-12 months (i.e. conversion degrees). Instead the emphasis has been on employment skills and personal development which are developed over the 3 semesters. However the need for students to demonstrate research, independence and creativity is recognised and consequently assignment in semester 3 will be more substantial and require demonstration of such attributes.

In Semester 3, students take two compulsory integrative/advanced modules attuned to their degree. In addition, all three programmes have a common module

that spans all three semesters (i.e. across the full year) that focuses on management skills and personal development (MSPD). This module is both integrative and focuses on skill acquisition and employment. We can conceive of this module as tapered with greater presence in the final semester when the assessment takes place. Initially it provides a route to support study skills in the student who faces the challenge of study in a new culture and academic tradition. Later the emphasis shifts to employment with the culmination in demonstrable portfolio of skills and knowledge summarised in a Curriculum Vitae.

All modules are 20 credits implying 200 hours of study. A range of assessments will be used with emphasis on practical skills and demonstration of transferable skills. Case studies will be used as well as requirement for, traditional literature review, report writing and analysis of commercial data will form elements of the structures. The vibrant nature of business in the Anglia region and the City of London, respectively, will be drawn into the class room with current issues and debate requiring students to closely monitor the changing stories around them through appropriate media.

NBS is sensitive to the learning needs of international students who come from a more dependent learning environment. The proposal is to develop the student's independent learning skills over the three semesters. In semester 1 the teaching provision allows students adequate time at group and individual level to gain access to support and advice. In addition study skills emphasis will pervade the MSPD modules at this initial stage.

2. Cognate-based masters courses

Both cognate masters programmes, respectively in Norwich and London, share a common structure requiring students to take six 20-credit taught modules in the first two semester and then undertake an extended 60-credit dissertation through the summer (semester 3) to complete their 12 months programme.

For each semester they are assessed for 60 credits. The taught modules in Semesters 1 and 2 will use a variety of different assessment forms, determined by the nature of the subject matter and the knowledge and skills to be develop, but most typically through a combination of coursework and examinations.

As with the School's other MSc programmes, modules will incorporate a formative assessment early on in the delivery to aid the student's development of requisite skills and knowledge. Examinations will be of 2 hours duration, timed to correspond with the university cycles of January, May and August.

The respective programmes in Norwich and London are designed around the particular research and scholarship interests and expertise of staff based in each respective location. This allows for a tailoring of the programmes, with some subjects given greater prominence, while also allowing for some differentiation between the two programmes beyond being delivered in very different locations and teaching environments (contrasting the campus location for UEAN, and the city building location for UEAL).

For both programmes, there are five functionally-distinct taught modules to undertake arising from the six research/scholarship groups in the School: Accounting/Finance; Marketing/Branding; Strategy/Business Development; Innovation/Technology Management; Human Resource Management/Organisational Behaviour; Business Regulation. These modules are generally team-taught, to allow students to benefit from different subject experts and to match the advanced nature of the programme. Each 20-credit module is

intended to take students to an advanced level in respect of subject knowledge, skills and understanding, by building directly on their undergraduate studies.

In addition, students undertake a module in business research methods in the second semester, which also serves to prepare students for the kind of analytical quantitative and qualitative research methods that they are likely to employ in undertaking their 60-credit dissertation.

Again, lectures will be of 4 hours per week with fortnightly seminars (4) or workshops with groups of up to 20 students. In addition, the teaching team members will make themselves available for 2 hours per week for personal or group tutoring.

All six taught modules are 20 credits implying 200 hours of study. A range of assessments will be used with emphasis on practical skills and demonstration of transferable skills, while demonstrating advanced subject knowledge and understanding. Academic articles, reports and case studies will be used to provide a rounded perspective blending theory with practice. The focus will be on topical and contemporary business research and management issues and challenges. The subject matter is expected reflect current issues, and will evolve as research and business practices evolve.

The 60-credit dissertation component will be project-based with one-to-one supervision by an academic staff member. To ensure a good matching of students' and supervisors' interests, students will be offered a list of potential dissertation topics with names of interested supervisors so they can meet with them to discuss their options in Semesters 1 and 2. In this way, students should have a clear understanding of their dissertation subject matter and their key tasks and challenges by the end of the second semester, so they are fully geared up and ready for work on the dissertation during the summer. In this way, it is hoped for a much more effective dissertation experience for students than is often seen on many masters programmes, where students struggle to identify a suitable topic and struggle to find a suitable supervisor with appropriate expertise and interest to undertake the supervision. With around 90 academic staff members in the School, the School can provide suitable supervision in a very wide range of business / management topics to support a very good learning experience and appropriate academic support for the students to round off their advanced masters programme.

| PS3 | EQUALITY |
|-------|--|
| PS3.1 | <p data-bbox="304 1570 1342 1608">How do the admissions criteria ensure equality of opportunity for all applicants?</p> <p data-bbox="304 1688 1394 1924">The School admissions officer and support team supports the University's strategic aim of equality of opportunity and widening participation. The University follows the set guidelines and is committed to evaluating each application on its individual merits within a framework of consistency and fairness. In coming to a decision, sometimes in complicated cases applications may be sent to the MSc Programmes Director who takes into account information relating to the applicant's personal and educational background.</p> <p data-bbox="304 1957 1374 2087">As with the School's other taught programmes, would monitor Admissions, Progression and Achievement data, to establish trends relating to these courses over time. This information will be regularly reviewed and used in conjunction with Course Review or other relevant strategic activity.</p> |

| | |
|-------|--|
| | |
| PS3.2 | <p data-bbox="304 226 1134 255">What steps have been taken to ensure an inclusive curriculum?</p> <p data-bbox="304 342 1390 510">The diversity of teaching and learning approaches (from formal lectures to problem based learning type approaches) and assessment methods (examinations, assignments, group work, individual reflections) has been devised in this way to preserve and promote equality of opportunity, allow each student to participate, appreciate and develop their true potential.</p> <p data-bbox="304 528 1347 658">International case studies and the students' work in multicultural groups provide additional support for an all-inclusive curriculum and the opportunity for the students to bring forward and discuss in dialogue with others their own perspectives and critical viewpoints.</p> <p data-bbox="304 696 1385 759">We will monitor the use of case studies and formative assessments within class so that a truly international dimension is maintained.</p> |
| PS3.3 | <p data-bbox="304 866 1390 929">In what ways do learning and teaching and assessment methods ensure inclusivity and equality of opportunity?</p> <p data-bbox="304 1016 1390 1216">The University has worked assiduously in developing systems for the retention and support of students once at the University (for example dyslexia and learning support). The School also considers and reacts to the need for individual assessment requirements where appropriate. Admission, Progression and Achievement data will be collated and reviewed periodically as in PS 3.1 above to detect trends and ensure that our aim to be inclusive is actually realised.</p> <p data-bbox="304 1234 1358 1330">These programmes use a wide range of assessment means so that students are unlikely to be pole-axed by an inability to complete one particular type of assessment.</p> |

Please send (email) the whole Academic Case and the Summary to the Learning, Teaching and Quality Office (Assistant Registrars UG / PGT as appropriate) and to the Equality and Diversity Manager (in parallel) for comment.

For undergraduate proposals Claudia.Gray@uea.ac.uk

For integrated masters proposals Joanne.Ashman@uea.ac.uk

For Master's level proposals Joanne.Ashman@uea.ac.uk

Equality & Diversity Manager H.Murdoch@uea.ac.uk

Comments will be returned within 10 working days of receipt.

Please complete the relevant section and return (email) to the Course Proposer within 10 working days of receipt.

Sections AC10.1 and AC10.2 should be completed in parallel.

| AC10 | COMMENTS |
|--------|--|
| AC10.1 | <p data-bbox="317 367 1394 439">Learning, Teaching and Quality Office:</p> <p data-bbox="317 472 1394 607">Thank you for these extremely comprehensive and detailed proposals. These courses promise to be of great interest and benefit to students, and chime well with University initiatives on Employability and Internationalism. The use of formative assessment is also in line with current thinking, and is to be welcomed.</p> <p data-bbox="317 640 1394 775">The inclusion in the proposal document of comments from Dr Jonathan Seaton (Loughborough University Business School) is very helpful. His remarks on the dissertation element of the cognate courses are well made, and the School has responded to his advice in Section PS2.1 of the form.</p> <p data-bbox="317 808 1394 875">Julia Jones, LTS 13 November 2012</p> |
| AC10.2 | <p data-bbox="317 909 1394 981">Equality and Diversity Manager:</p> <p data-bbox="317 1014 1394 1048">No response received</p> <p data-bbox="317 1081 1394 1115">12/11/12</p> |

This section enables the course proposer to respond to any comments received prior to consideration of the academic case for approval.

| AC11 | COURSE PROPOSER'S RESPONSE TO COMMENTS ON THE ACADEMIC CASE (WHERE RELEVANT) |
|------|--|
| | |

| AC12 | APPROVALS | SIGNATURE AND DATE |
|-------------|--|------------------------------|
| AC12.1 | Head of School | |
| | Approved: | Paul Dobson 13/11/12 |
| | Approved with amendments: | |
| | Rejected: | |
| AC12.2 | Faculty Associate Dean (following Faculty LTQC) | |
| | Approved: | Helena Gillespie 26/11/12 |
| | Approved with amendments: | |
| | Rejected: | |

| CIRCULATION (for office use only) | | |
|--|--|---|
| | Course Proposer | <ul style="list-style-type: none"> ○ Summary ○ Approvals |
| | LTQO (for report to LTC) W.Forsdick@uea.ac.uk | <ul style="list-style-type: none"> ● Summary ● Approvals |
| | Planning Office A.M.Watson@uea.ac.uk | <ul style="list-style-type: none"> ● Summary ● Approvals |
| | Faculty Teaching Office | <ul style="list-style-type: none"> ● Summary ● Programme Specification ● Course profile ● Approvals |
| | Marketing & Admissions Service Laura.Thompson@uea.ac.uk | <ul style="list-style-type: none"> ● Summary ● Approvals |
| | Academic Officer of the UUEAS / President of GSA (for taught postgraduate only) | <ul style="list-style-type: none"> ● Summary ● Approvals |