
BA (Hons) International Business Management with Spanish: Year 1 Modules

FN0145 Financial Decision Making (CORE, 20 Credits)

SYNOPSIS OF MODULE

The purpose of this module is to develop an understanding of the nature of financial information, and how it can be used to assist managers, owners and other stakeholders in their decision making processes.

It begins by exploring the motivations for entrepreneurial activity and techniques that can be used to appraise investment proposals. It then examines how financial information can facilitate managers in making operational decisions in relation to planning and control. Finally, it looks at the information needs of owners and other stakeholders, the nature of the information they are provided with, and how this information can be analysed and interpreted so as to enhance the effectiveness of their decision making.

Student contact will be through formal lectures and seminars. Case studies, practical exercises and discussion questions will be used in seminars, which will be student centred. These will also form the basis of formative assessment, and will be used in conjunction with Blackboard based activities.

Students are provided with an opportunity to gain 10% of the overall marks for the module by achieving a minimum score of 70% in a series of formative Blackboard assessment activities, which occur throughout the programme. This will act as an incentive for students to engage in the formative assessment process. The feedback given on these tests will also help to enhance student learning.

Formative feedback will be given via solutions to exercises, classroom discussions, and through comments given in respect of the formative Blackboard tests.

Summative assessment will take the form of a two-hour closed-book examination.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

McLaney and Atrill - Accounting: An Introduction, Financial Times Press

McKenzie, W. - Guide to Using and Interpreting Company Accounts, Prentice Hall

Karen P. Schoenebeck - Interpreting and Analyzing Financial Statements, Prentice Hall

Werner and Jones - Introduction to Accounting: A User Perspective, Prentice Hall

OUTLINE SYLLABUS

Entrepreneurial decisions

- * Decisions and the decision making process
- * Motivations for entrepreneurial activity - the importance of the investment decision
- * Traditional investment appraisal techniques, e.g. payback and accounting rate of return
- * An introduction to the time value of money
- * Discounted Cash Flow models. Specifying cash flows and the discount rate
- * Net present value
- * Internal rate of return
- * Investment appraisal techniques compared and evaluated.
- * Investment appraisal in an uncertain environment, risk and uncertainty.

Operational decisions

- * Planning and control through budgets. Setting and communicating budgets, comparing actual with budget, simple analysis of differences. Behavioural aspects of budgeting.
- * Cost and revenue behaviour, controlling costs and setting prices
- * Making decisions on the basis of contribution
- * Working capital and working capital management, inventory control, receivables control and treasury management

Performance and evaluation decisions

- * The conceptual foundation for financial reporting: objectives, users, elements and characteristics
- * Reporting cash flow performance, the use and interpretation of cash flow statements
- * Reporting financial performance, the use and interpretation of income statements. Differences between cash and accruals information.
- * Reporting financial position, the use and interpretation of balance sheets
- * Getting financial information online. Use of company websites and online databases
- * When things go wrong: fraud and corporate failure

AIMS OF MODULE

The overall purpose of the module is to engender student understanding of the nature of financial information and how it can be used to assist in three types of decision making process: Entrepreneurial decisions, Operational decisions and Performance and evaluation decisions.

Firstly it will introduce students to the motivations for entrepreneurial activity and the relevance of cash flows when making investment decisions, and demonstrate investment appraisal techniques.

Secondly, it will develop an understanding of the process of identifying, measuring, analysing and communicating financial information so as to be able to assist management in the process of decision-making, planning and control.

Thirdly, it will develop an understanding of the nature, form and content of financial statements and identify the principal user groups and their information needs. It will then develop the student's ability to be able to analyse and interpret the information found in financial statements.

This module also aims to develop students' personal skills, namely numerical and quantitative skills; skills of problem solving and decision making. Particular emphasis will be placed on the issue of decision making.

LEARNING OUTCOMES

At the end of the module students will be able to

- a) demonstrate knowledge and understanding of the nature of financial decision making; and
- b) demonstrate and understanding of the use of information in the process of decision making by managers, owners and other stakeholders.

PREREQUISITES

COREQUISITE(S)

DISTANCE LEARNING DELIVERY

LEARNING AND TEACHING STRATEGY

The module will be taught using a combination of lectures and seminars. The seminar and lecture material will be provided with the aid of Blackboard and use will be made of electronic learning material (including 2 CAL packages) and online databases. Students will prepare worked examples or discussion questions prior to seminars, with progress being monitored and discussed informally.

The module will involve both directed and independent learning. Directed learning may include a range of activities including pre-reading, preparation for seminar activities, preparing for presentations etc. Guidance will be given on the nature of work to be undertaken either through the Teaching and Learning Plan or through specific instruction related to a particular task. Independent learning is learning which the student identifies by pursuing areas of interest or by providing deeper or broader knowledge of the subject, through a range of learning activities that might include reading, reflection, research etc.

ASSESSMENT STRATEGY

- a) Formative assessment and rationale for tasks

Formative assessment will take place through practical exercises, case study activities, group work and theory/practice related discussions. The Teaching and Learning plan will include guidance on the objectives to be achieved within each block of study so that students are able to monitor and reflect on their own progress.

Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

In addition students will be encouraged to complete a series of formative tests, primarily blackboard based, which will take place over the twenty four weeks of the module. These may take the form of multiple choice, true/false, yes/no, computational, text response, fill in blanks, matching, ordering and hotspot type questions. Should the student achieve a score of 70% or more in the tests, they will receive ten marks towards their final mark for the module. The tests will remain open for approximately one month and the students will be allowed multiple attempts to provide them with ample opportunity to achieve the required minimum score. Formative feedback will be made available to students via Blackboard after the expiry of each test to assist them in their learning. Students who fail to achieve 70% in one of the tests will still receive the 10 marks, provided they achieve the required minimum score in the other tests.

Summative assessment will take the form of an examination at the end of the module. This assessment will carry 90% of the total marks available for the module, irrespective of whether or not the students have engaged in the formative assessment activities. Students who achieve the minimum score of 70% in their formative Blackboard tests will be credited with the remaining 10%.

- b) Feedback strategy

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relating to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

This University, and the School, is constantly seeking to improve its feedback to students and will pilot new initiatives on a regular basis. When such pilots involve a deviation from above, students on modules affected will be fully advised of the revised feedback approach.

IMPLICATIONS FOR CHOICE

HR0154 Management (CORE, 20 Credits)

SYNOPSIS OF MODULE

This Module provides an introduction to the practice and theory of management. It encourages students to understand the principal challenges facing managers, the attributes and dispositions that enable managers to meet these challenges and the range of international and organisational contexts in which managers operate. The module will involve students in engaging with practicing managers and developing a personal portfolio tracing the development of their own understanding of management and skill development.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Main Text:

Watson, T. (2006). Organising and Managing Work - 2nd Edition. London: FT Prentice Hall

Other Books:

- Argyris, C. (1999). *On Organisational Learning*. Oxford: Blackwell
Bartlett, CA & Ghoshal, S. (1989). *Managing Across Borders: The Transnational Solution*. London: Century Business
Drucker, P. (1954). *The Practice of Management*. NY: Harper & Row
Handy, C. (1978). *The Gods of Management*. London: Pan Books
Hofstede, G. (2001). *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. Thousand Oaks, CA: Sage
Jackall, R. (1988) *Moral Mazes: The World of Corporate Managers*. Oxford: OUP
Mintzberg, H. (1973) *The Nature of Managerial Work*. NY: Harper and Row
Watson, T. (1994). *In Search of Management*. London: Routledge

Articles:

- Bryans, P and Mavin, S. (2003). Women Learning to become Managers: Learning to Fit In or Playing a Different Game? *Management Learning* 34:1, 111-134
Gosling, J & Mintzberg, H. (2003). 'The Five Minds of a Manager'. *Harvard Business Review*, Nov; 1-9
Roberts, J. (1984). 'The Moral Character of Management Practice'. *Journal of Management Studies* 21 (3): 287-302
Sundman, P: (2000). 'The Good Manager - A Moral Manager' *Journal of Business Ethics* 27, 247 - 254
Soloman, R. (1992) 'Corporate Roles and Personal Virtues'. *Business Ethics Quarterly* 2, 3.

Web-Based Resources

Students will use a range of web-based resources throughout the module. In particular students will engage with web-based self assessment activities as Directed Learning.

OUTLINE SYLLABUS

Outliner Syllabus:

The module will be delivered in six four week blocks addressing the following themes:

1. What is management?
2. What do managers do?
3. What are managers' key skills?
4. How does management differ between contexts?
5. What are the main challenges that managers face?
6. How do managers learn and develop?

AIMS OF MODULE

The Module aims to introduce and extend students' understanding of the principal features of management across a variety of contexts. Throughout the module students will reflect on their own experience and used structured engagement with practicing managers to improve both understanding of and skills across a range of management processes.

LEARNING OUTCOMES

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

- a) understand the principal challenges facing managers, the attributes and dispositions that enable managers to meet these challenges and the range of international and employment contexts in which managers operate.
- b) Be competent in the use of a range of managerial techniques and processes including objective setting, monitoring and evaluation alongside transferable interpersonal skills including presentation, report writing and team-working.

PREREQUISITES

COREQUISITE(S)

DISTANCE LEARNING DELIVERY

LEARNING AND TEACHING STRATEGY

The principal mode of delivery for this module is through a series of workshops building upon directed learning activity and lectures.

Directed Learning activity will include arranging, recording and reflecting on interviews with practising managers and undertaking and reflecting on a range of web-based self-assessment activities.

The module is supported by a Teaching and Learning Plan which outlines the formal sessions and by a BlackBoard site, linked to electronic resources provided by the Careers Service.

Continuous formative self, peer and tutor assessment will combine with evidence from directed learning activities to build a portfolio through which the module will be assessed.

ASSESSMENT STRATEGY

- a) Formative assessment and rationale for tasks

Formative assessment will take place through group work, assignment discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions.

Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

Formative assessment:

Throughout the semester, students' will undertake practical exercises individually and in groups and receive feedback from peers and tutors. Ongoing critical self assessment is also required

Summative assessment:

The Module is summatively assessed through the development of a personal portfolio recording completion of Directed learning activities and enabling students to demonstrate many of the attributes of successful practicing managers including time management, personal presentation, report writing and the adoption of personal responsibility for the achievement of outcomes.

b) Feedback strategy

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relating to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

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IMPLICATIONS FOR CHOICE

MO0124 Business Processes and Systems (CORE, 20 Credits)

SYNOPSIS OF MODULE

The module will encourage the student to view an organisation as an interactive whole within a dynamic environment. It will describe a variety of interactions dependant on actions and decision from the perspective of the core elemental parts of the Business in the context of the purpose and objectives.

This is to be achieved through a series of linked lectures encompassing the primary elements of the business set out in 4 consecutive developments relating the formation of a business strategy. The lectures will explore the complex interactions between these primary elements and in doing so reflect the dynamic nature of Business Operations and the variety of possible resolutions to the development the Business Process. The design of the learning will encourage the development of independent learning enabling the exploration of the issues arising and the extensive use of the available information technology.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

All the items listed are available in the University Libraries Library Catalogue <http://librarycat.northumbria.ac.uk/TalisPrism/>

Recommendations for purchase

* Erbert,J. And Griffin, R.W. (2013) Business Essentials, global edition. 9th edition. Financial Times Prentice Hall.

Core text books

* Erbert,J. And Griffin, R.W. (2013) Business Essentials, global edition. 9th edition. Financial Times Prentice Hall.

Supplementary text books

* Slack, N., Chambers, S. and Johnston, R. (2010) Operations Management. 6th edition, Financial Times Prentice Hall.

* Armstrong, M. (2009) Handbook of Human Resource Management Practice. 10th edition. Kogan Page.

* Vlachos I. (2011) Food Quality and Safety, In: Intelligent Agrifood Chains and Networks Ed(s), Bourlakis, M., Vlachos, I. P. & Zeimpekis, V.,UK: Wiley-Blackwell Publishing., pp. 281- 287.,

* Vlachos I., Koulouhera A., Vladika A. (2010) The role of ICTs in small rural farms, (In: Rural Farm Management Ed(s), Garyfallos Arampatzis, Greece: Dimokritio University, Greece, pp. 177-187,

* Bourlakis M., Vlachos I., Zeimpekis V. (2011) Conclusions to the intelligent management of food supply chains, In: Intelligent Agrifood Chains and Networks Ed(s), Bourlakis, M., Vlachos, I. P. & Zeimpekis, V.,UK: Wiley-Blackwell Publishing., pp. 131-146.,

* Vlachos I., Koulouhera A., Vladika A. (2010) The role of ICTs in small rural farms, (In: Rural Farm Management Ed(s), Garyfallos Arampatzis, Greece: Dimokritio University, Greece, pp. 177-187,

* Brassington, F and Pettitt, S. (2006) Principles of Marketing, 4th edition. Financial Times Prentice Hall.

* Huczynski, A. and Buchanan, B. (2010) Organisational Behaviour: An Introductory Text. 4th edition, Financial Times Prentice Hall.

* McLaney, E. and Atrill, P. (2010) Accounting: An Introduction, 5th edition. Financial Times Prentice Hall, E- book available.

* Chopra, S. and Meindl, P. (2013) Supply Chain Management, 5th edition. Financial Times Prentice Hall, Heron, G. (the global reviewer)

* Mullins, L. (2010) Management and Organisational Behaviour. 9th edition. Financial Times Prentice Hall, E-book available.

* Torrington, D. Hall, L. and Taylor, S. (2011) Human Resource Management. 8th edition. Financial Times Prentice Hall, E-book available for 7th edition.

* Heizer, J. And Render,B. (2011) Operations management. 10th edition. Financial Times Prentice Hall.

* Slack, N., Brandon - Jones, A. And Johnston,R. (2011) Essentials of Operations Management. 1st edition. Financial Times Prentice Hall.

Recommended Journal Articles

* Shokri, A. Nabhani, F. and Hodgson, S. (2010), "Supplier development practice: Arising the problems of upstream delivery for a food distribution SME in the UK", International Journal of Robotics and Computer Integrated Manufacturing, Vol. 26 pp 639-646.

* Nabhani, F. Shokri, A. (2009), "Reducing the delivery lead time in a food distribution SME through the implementation of six sigma methodology", International Journal of Manufacturing Technology Management, Vol. 20 Iss: 7 pp.957-974.

- * Baranchenko Y., Oglethorpe D.R. (March 2012) The Potential Environmental Benefits of Co-Operative Businesses Within the Climate Change Agenda, *Business Strategy and the Environment*, 21(3), 197-210
- * Gademza Z., Oglethorpe D.R. (December 2011) The use and usefulness of carbon labelling food: A policy perspective from a survey of UK supermarket shoppers, *Food Policy*, 36(6), 815-822
- * Oglethorpe D.R. (March 2010) Food miles - the economic, environmental and social significance of the focus on local food, *Perspectives in Agriculture, Veterinary Science, Nutrition and Natural Resources* (electronic journal), 4 (072),
- * Oglethorpe D.R. (May 2010) Optimising economic, environmental and social objectives: A goal programming approach in the food sector, *Environment and Planning*, 42 (5), pp1239-1254
- * Oglethorpe D.R., Heron G. (October 2010) Sensible operational choices for the climate change agenda, *International Journal of Logistics Management*, 21 (3), 538-557
- * Shokri A. (June 2012) Assessment of key sustainability indicators in a UK fast food supply chain: a life cycle perspective, *FAIM International Conference*, Helsinki, Finland.
- * Vlachos I., Ahmed A. M. (2012) Lean Metamorphosis: Characteristics and critical success factors of a Methodological approach for lean transformation (MALT), *Production and Inventory Management Journal of APICS*.,
- * Vlachos I. (2008) The Effect of Human Resource Practices on Organizational Performance: Evidence from Greece, *International Journal of Human Resource Management*, 19 (1), 74-97
- * Vlachos I. (2008) The Effects of Human Resource Practices on Firm Growth, *International Journal of Business Science & Applied Management*, 4 (2), 18-34

Recommended Databases

- * Business FAME (available via NORA) - Guideline is available in "Skill Help" section of e-library. This database is relevant to find some real cases to study about the finance and accounting principles.
- * www.youtube.com
- * www.cipd.co.uk
- * [http://www.nbs.ntu.ac.uk/depts/hrm/hrm link.htm](http://www.nbs.ntu.ac.uk/depts/hrm/hrm%20link.htm)
- * www.hrmguide.co.uk
- * www.tuc.org.uk
- * www.peoplemanagement.co.uk
- * www.acas.gov.uk

OUTLINE SYLLABUS

Thinking

Link to Corporate and Business strategy the purpose and objectives of a business incorporating alternate models of shareholder and social responsibility.

HR strategy and its links to Corporate Strategy; dimensions of strategic HRM, models of strategic HRM

System type

Process Design incorporate Supply Chain

Product Design

Environmental Impact-link to social issues

Market Strategy/approval Understanding the market place/product

Operations Strategy- Platts/Gregory, Sweeney, Hayes Wheelwright, Hill

Finance link to corporate/Business/Marketing and operational strategy

Planning

System Type: Project, Jobbing, Batch, Line and Continuous (follows from 'A' level GCE syllabus)

Transformation process, inputs/outputs supply process

Location Decision- location models load distance method etc link to BM module

Scheduling - link to system type and operations process

Network design

Process Layout

Demand; Forecast variations between JIT, agile and continuous process implications of Lean:- link to marketing module- financial implications of planning process- link to finance module.

HR Planning, job design, methods of HR planning, flexibility, careers

The structure of work and organisations, functional, product etc

Communication within the workplace

Internationalisation and globalisation from the HR perspective

Styles of Leadership

Finance Budget planning process-Capital planning. Process and personnel involved

Demand forecast and appraisal from the marketing perspective, assessing market- methods

Market Research

Resourcing

System type- implications for resource

Raw material source, customer - link to location

Human Resource- job design, industrial engineering, ergonomics, social and expectation issues- potential overlap/need to integrate

Human Resource management practices- the cycle, job design, recruitment, selection

Culture- Business, National, Local, International perspective

Human Resources; motivation of the employee

Make Buy Decision - link to system type, overseas sourcing, purchasing issues, 3rd party involvement 3PL/4PL

Technology

Marketer's perspective budgeting and campaigns, objectives of marketing, agencies and outsourcing

Delivering

Quality Quality perception, quality issues, quality management and systems Link to lean, JIT, culture

Capacity Management, utilisation of resource, lean process- link to JIT philosophy, agile process, Lean and Value Adding

Supply Chain System - Process systems - System type

Technology

Performance Management

Training and Development

Health and safety

Customer Feedback process, assessing performance, modification of design-marketing process modification, advertising CRM Research etc
Operational Budgets Link to process-budget control - Capital and revenue based, payback and assessment of performance.
Operational planning meetings production targets financial considerations and implications link back to strategy

AIMS OF MODULE

The rationale of the module is to develop the understanding of the learner of all businesses processes, the interface and interaction between these processes and the issues arising that require management and leadership to resolve. The module design will encourage enquiry and the development of independent learning skills to complete the portfolio of evidence that will be mapped against the needs of the learning outcomes.

LEARNING OUTCOMES

Students will be able to;

a) demonstrate knowledge and understanding of the managerial and operational issues related to the study of Business Process Systems in the International arena.

b) relate the core business process interfaces and interactions and demonstrate knowledge of the leadership elements required to ensure cohesive operations.

PREREQUISITES

None

COREQUISITES

None

DISTANCE LEARNING DELIVERY

N/A

LEARNING AND TEACHING STRATEGY

The module will be delivered using a combination of lectures, seminars, open learning material, IT / technology, visiting speakers and directed learning.

The module will involve both directed and independent learning. Directed learning will include a range of activities including pre-reading, preparation for seminar activity, preparing for presentations etc. Guidance will be given on the nature of work to be undertaken either through the Learning and Teaching Plan or through specific instruction related to a particular task. Independent Learning is learning which the student identifies by pursuing areas of interest or by providing deeper or broader knowledge of the subject area, through a range of learning activities that will include reading, reflection and research.

The use of technology will be evidenced through using the eLearning Portal as a major resource, including for formative assessment through practising multiple choice questions on-line. Web-based directed learning resources will also be introduced.

ASSESSMENT STRATEGY

a) Summative assessment and rationale for tasks

Summative assessment consists of an individual assignment of 2000 words (50%) and a final multiple choice examination (50%), set around the learning outcomes of the module. Elements of the individual assignment will reflect the interaction of business processes as marketing, finance, operation and Human Resource (Learning Outcome 2), while the multiple choice examination will address the knowledge and understanding of the managerial and operational issues of business processes (Learning Outcome 1). The student must demonstrate evidence of understanding and importance of managerial issues of business processes and of the interaction between business processes in both formative and summative assessment. The assignment questions are also directly related to a case study in which the student understanding of interaction and interface of business processes in relation to the single case study will be assessed.

b) Additional formative assessment - details of process and rationale

Formative assessment will take place through group work, assignment discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions.

Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

Formative: the formative assessment will consist of IT based testing, peer assessment from presentations and in class exercises recorded in a portfolio of evidence.

c) Indication of how students will get feedback and how this will support their learning

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relating to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

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IMPLICATIONS FOR CHOICE

None

SM0147 International Business Environment (CORE, 20 Credits)

SYNOPSIS OF MODULE

This module introduces students to the Global forces shaping international business and considers the macro business environments of different regions and countries. Broad issues such as globalisation, political systems, major world economies, the formation of trade blocks and the regulation of international trade and finance are considered. Where appropriate the module is supported by the inclusion basic macro economic theory. The module aims to provide a broad grounding of knowledge rather than the application of analytical frameworks; these will be the focus of study at level 5 where the strategic analysis of industries and markets will be studied (see Global and International business contexts). The module will be based on contemporary cases and seminars will require student research using the library and online databases. Assessment will be both formative and summative and will include the use of online multiple choice questions

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

All the items listed are available in the University Libraries Library Catalogue <http://librarycat.northumbria.ac.uk/TalisPrism/>

Recommendations for purchase:

Brooks, I. Weatherston, J. Wilkinson, G. (2011). The International Business Environment. 2nd Edition Pearson London

Supplementary text books:

Morrison, J. (2011). The International Business Environment. 3th Ed. Hampshire, UK: Palgrave Macmillan

Gillespie, A. (20011). Foundations of Economics. 2th Ed. Oxford Univ. Press

Griffin, R.W. & Pustay, M.W. (2009). International Business. 6th Ed. Pearson

Palmer, A. & Hartley, J. (2008). The Business Environment. 6th Ed. McGraw Hill

Wall, S. & Rees, B. (2012). International Business. 6rd Ed. Prentice Hall

Wild, Wild & Han. (2009). International Business. 5th Ed. Pearson.

Worthington, I. & Britton, C. (2009). The Business Environment.6th Ed. Prentice Hall

Journals, Magazines and Newspapers:

Economist

Business Week

Financial Times

BBC News: www.news.bbc.co.uk/

Recommended Databases:

The World Bank: www.worldbank.org/

The United Nations: www.un.org/news/

International Business Statistics (Michigan State Univ.): www.globaledge.msu.edu/resourceDesk/

Organisation for Economic Co-operation and development (OECD): www.oecd.org/

International Labour Organization (ILO - UN): www.ilo.org/

Office for National Statistics (ONS-UK): www.statistics.gov.uk/

Eurostat regional yearbook 2007 Global marketing information database (GMID-Country insight)

OUTLINE SYLLABUS

Internationalisation & globalisation

- History of international trade, trends from local, to international and global markets.

The World's economies and international integration

-Developed, developing and transitional economies

-Comparative advantage and the mutual gains from trade

-History & regulation of international trade

-The formation of regional economies

The macroeconomic environment

-Macroeconomic goals

-Business cycles and instability

-Economic growth

Financial markets

The political & legal environment

-Political systems around the world

-Geo-politics/supranational organisations

-International treaties, human rights, conventions & disputes

-Government & industry relations

International competitive environment

Economics of competitive markets

International market-forces
-Market structures and economics
-Governments and Markets
-Socio-cultural differences
-Population demographics
-Environmental pressures

Impact of technology
-Technology revolution
-IP, International patents & standards

Use of the PESTEL framework

AIMS OF MODULE

The module seeks to:

1. Develop an understanding of the impact of a diverse and changing macro international environment on the international organisation
2. Discuss the regulatory, political and economic frameworks that international organisations have to work within
3. Highlight the benefits and issues of trading internationally and the goals of international trade groups
4. Introduce the concepts of international markets and the competitive environment
5. Discuss different world economies and the issues they face
6. Introduce key macro economic frameworks that underpin the above

LEARNING OUTCOMES

Students will be able to:

- a) identify and describe the main features, trends & influences of the international business environment on international organisations.
- b) apply basic macro economic theory in an international business environment.

PREREQUISITES

Students taking this module are not expected to have any specific prior knowledge. Although it is understood that many will have studied some aspects of this module prior to University.

Students should - wherever possible, be mixed in seminar groups on the basis of nationality, in order to emphasise the importance of internationalisation.

COREQUISITES

None

DISTANCE LEARNING DELIVERY

E-learning portal.

Web based resources to be available for directed learning and formative evaluation. Economics software data packages to be made available to CV partners.

LEARNING AND TEACHING STRATEGY

The module is supported by a teaching and learning plan which outlines the formal sessions, together with the tutor-directed study and independent reading. An interactive approach to lecture sessions will draw upon the directed learning undertaken and participants' own experiences. Throughout, the emphasis will be on high levels of participation, both individually and within small groups or teams. Participants can therefore expect the reflective-practitioner approach to learning to be embedded in all workshop/seminar sessions through undertaking activities which facilitate them to apply theory to 'real-life' situations, critically analysing and making recommendations for appropriate ways forward for the organization/individual.

Directed learning will centre upon a range of activities including pre-reading, preparation for interactive activities and use of the discussion board on the e-learning platform.

Independent learning will centre upon the participants identifying and pursuing areas of interest in relation to the subject area or by providing deeper/broader knowledge and understanding of the subject through a range of learning activities that might include extended reading, reflection, research etc.

Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence.

Key concepts will be introduced in lectures and supported throughout with contemporary examples and where relevant embedded macro economic theory. The use of documentary video and current news stories will provide a contemporary dimension to the studies and one which will also be available through the e-learning portal.

Seminars will encourage group work and the practise of research skills. Pre-prepared cases and individual research will provide material for presentation and debate in seminars, providing a forum for formative feedback. Group work will be encouraged in order to foster collaboration and team building skills. IT facilities will be also used in a formative manner to ensure that macro-economic theory is understood and applied correctly.

The module will require both directed and independent learning. Directed learning will include reading and research in order to prepare for seminars and presentations. Guidance for these exercises will be given in classes and provided within the teaching and learning plan. Additional independent learning will also be encouraged and will include on-line learning materials, reading newspapers and business journals and watching international documentaries.

ASSESSMENT STRATEGY

- a Summative assessment and rationale for tasks

Students are required to submit a portfolio of their seminar work and complete a monthly multiple choice test via the e-learning portal, these will each contribute to the summative mark. (Portfolio 40%) (Monthly multiple choice test 10%)

A final summative assessment will take the form of a multiple choice examination at the end of the year and will address the learning outcomes. Details of the assessment and its relation to the learning outcomes are identified in the teaching and learning plan. (Summative assessment 50%)

It has been approved by the University and/or School Student Learning and Experience Committee(s) that this assessment is exempt from the anonymous marking process.

b Additional formative assessment - details of process and rationale

Formative assessment will take place through group work, assignment discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions.

Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

Formative assessment will take place through group work in seminar classes and through monthly multiple choice tests.

c Indication of how students will get feedback and how this will support their learning

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relating to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

This University, and the School, is constantly seeking to improve its feedback to students and will pilot new initiatives on a regular basis. When such pilots involve a deviation from above, students on modules affected will be fully advised of the revised feedback approach.

IMPLICATIONS FOR CHOICE

International Business Environment is a core module and is a prerequisite to the study of SM0269 'International Business Contexts' and FN0264 'International Business Finance and Trade' modules at level 5.

ML0716 Spanish Communication Skills 1 (A) (OPTION, 20 Credits)

SYNOPSIS OF MODULE

- An intensive Spanish course for students with AS or 'A' Level or equivalent, this module enables students to consolidate and develop their oral and aural skills in the Spanish language. Students become familiar with the contemporary culture of Spanish through the use of authentic source material and interaction with native speakers. Revision and extension of the student's knowledge of grammatical structures forms an important component of the module.
- The module is taught by a combination of language laboratory sessions and oral skills classes with native speakers.
- The module is assessed by a combination of continuous assessment and examination.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

- Various materials compiled by Spanish staff from Northumbria that will be made available to students.
- Video recordings from Spanish and Latin American TV stations.
- Live news broadcasts from Spanish and Latin American TV.
- Self-access materials.

OUTLINE SYLLABUS

Topics based on a variety of issues related to contemporary Spanish life form the basis of the following activities:

- Video laboratory exercises - listening comprehension, oral summary, student news simulations.
- Oral skills in conversation with native speakers, role-play, debates, presentations, etc.

AIMS OF MODULE

At level 4, the role of the Communication Skills I (A) module is to complement the Core Skills I (A) module whilst focusing principally on speaking and listening skills. The aims are:

- To enhance proficiency in spoken language.
- To consolidate knowledge of the Spanish language by improving grammatical and structural awareness.
- To introduce applied terminology relevant to current affairs.
- To enable students to evaluate information from a variety of authentic aural sources.
- To introduce students to the skills of synthesising and organising information.

- To familiarise students with those capabilities of Information Technology which they will be able to utilise in their acquisition and exploitation of their foreign language skill.

LEARNING OUTCOMES

By the end of the second semester students will be able to:

- demonstrate a level of proficiency in spoken Spanish appropriate to one year's post 'A' level work.
- maintain spoken communication by adapting and applying language to mainly familiar situations.
- respond confidently and with increased accuracy to a range of language within mostly familiar situations.
- understand and apply basic applied terminology relevant to current affairs.
- synthesise and organise information from a variety of authentic sources.
- identify and evaluate information relating to current affairs from a variety of authentic aural sources.

PREREQUISITES

A/S or A Level Spanish or equivalent.

COREQUISITE(S)

Spanish Core Language 1 (A).

DISTANCE LEARNING DELIVERY

None.

LEARNING, TEACHING AND ASSESSMENT STRATEGY

- Language sessions including language laboratory (multi-media) workshops, seminars, directed study and group work.
- Language learning through multi-skill approach: oral, aural, reading and writing.

The module is assessed by a combination of continuous assessment and examination.

- Week on week: to demonstrate that they are building towards achieving the learning outcomes of the module, students complete language activities including: aural comprehension, dubbing, interactive video work, news simulations, discussion, role play, debates and presentations.
- Continuous assessment task:
Aural comprehension - class test; to test understanding of spoken Spanish; to test students' ability to evaluate information; to test students' ability to synthesise and organise information; to test students' acquisition of vocabulary and applied terminology.
- Examination task:
Oral presentation - to test command of vocabulary, applied terminology, register and grammar; to test ability to synthesise and organise information.

IMPLICATIONS FOR CHOICE

ML0717 Spanish Core Language 1 (A) (OPTION, 20 Credits)

SYNOPSIS OF MODULE

- An intensive Spanish course for students with AS or 'A' Level or equivalent, this module enables students to consolidate and develop their knowledge of the Spanish language by focusing on the four language skills: reading, writing, listening and speaking. Students become familiar with the contemporary culture of Spain through the use of authentic source material. Revision and extension of the students' knowledge of grammatical structures forms an important component of the module.
- The module is taught by seminars.
- The module is assessed by a combination of continuous assessment and examination.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

- Marcos de la Losa, M. d. C. and Obra Rodriguez, M. R., (1997), Punto Final. Curso Superior E.L.E. Madrid: Edelsa.
- Butt, J. and Benjamin, C., (1994), A New Reference Grammar of Modern Spanish. London: Arnold.
- Material recommended by the lecturer.

OUTLINE SYLLABUS

Topics based on a variety of issues related to contemporary Spanish life will form the basis of the following activities:

- Reading comprehension, extracting information and translation into English.
- Revision and reinforcement of grammar.
- Introduction to essay writing and translation into French.

Students will be introduced to the idiosyncracies of word processing in Spanish using Word for Windows. They will also be introduced to the use of electronic dictionaries, on-line databases, and various CALL packages.

AIMS OF MODULE

At level 4, the role of the Core Language Skills I (A) module is to complement the Communication Skills I (A) module whilst focusing principally on writing skills. The aims are to:

- consolidate knowledge of the Spanish language by improving grammatical accuracy.
- enhance proficiency in spoken and written language.
- introduce applied terminology relevant to current affairs.
- enable students to evaluate information from a variety of authentic written and aural sources.
- introduce students to the skills of synthesising and organising information.
- familiarise students with those capabilities of Information Technology which they will be able to utilise in their acquisition and exploitation of their foreign language skill.

LEARNING OUTCOMES

By the end of the second semester students will be able to :

- demonstrate a level of proficiency in spoken and written Spanish appropriate to one year's post 'A' level work.
- respond confidently and with increased accuracy to a range of language within mostly familiar situations.
- maintain written and spoken communication by adapting and applying language to mainly familiar situations.
- understand and apply basic applied terminology relevant to current affairs
- synthesise and organise information from a variety of authentic sources.
- evaluate information from a variety of authentic written sources.
- word process material in English and Spanish and to utilise ICTs in their acquisition and exploitation of their foreign language skill.

PREREQUISITES

A/S or A Level Spanish or Equivalent.

COREQUISITE(S)

Spanish Communication Skills 1 (A).

DISTANCE LEARNING DELIVERY

None.

LEARNING, TEACHING AND ASSESSMENT STRATEGY

- Language sessions including seminars, directed study and group work.
- Language learning through a multi-skill approach: oral, aural, reading and writing.

The module is assessed by a combination of continuous assessment and examination.

- Week on week: to demonstrate that they are building towards achieving the learning outcomes of the module, students complete language activities including: reading comprehension, vocabulary acquisition, translation, writing tasks in Spanish, grammar exercises.
- Continuous assessment tasks:
Reading comprehension - class test. To test understanding of written Spanish.
Writing skills in Spanish - open-book/ take-away task. To test command of vocabulary, register and grammar; students have access to their notes, to dictionaries and to other reference books; to test students' ability to evaluate information.
Grammar - class test. To test acquisition of grammatical knowledge.
- Examination tasks:
Writing task in Spanish - to test command of vocabulary, applied terminology, register and grammar; to test ability to synthesise and organise information.
Translation into English - to test understanding of written Spanish; to test proficiency in the transfer of meaning.

IMPLICATIONS FOR CHOICE

*Please note: the information in this document is correct at the time of printing (21/05/2013) but may be subject to change.
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BA (Hons) International Business Management with Spanish: Year 2 Modules

HR0275 Personal and Organisational Development (CORE, 20 Credits)

SYNOPSIS OF MODULE

This Module explores the interface between personal and organisational development. Using the graduate recruitment process to exemplify the exchange between the organisation's development needs and the individual's development needs it moves from the strategic (career planning for the individual, succession planning for the organisation) to the operational (operationalising selection criteria in assessment centres to undertaking assessment centres) for both individuals and organisations.

This Module improves students' chances of obtaining graduate level employment through developing students' professionalism and engaging in a range of activities to improve their employability. These include practicing such skills as interviewing, psychometric testing, investigating the graduate job market, improving CVs and Application Forms, developing professional demeanour, developing key skills for success in assessment centres (e.g. priority setting, goal directedness, meetings management). In all of these activities students will take both their own perspective as the potential applicant and that of the organisation, both seeking to develop through the recruitment and selection process.

A small number of lectures will be delivered by visiting speakers including graduate recruiters, but learning will be developed principally through preparation for and participation in a range of workshop based activities and directed learning. Assessment is by presenting a portfolio of evidence demonstrating preparation for graduate employment and understanding of organisational development drivers and processes.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

All the items listed are available in the University Libraries Library Catalogue <http://librarycat.northumbria.ac.uk/TalisPrism/>

Recommendations for purchase:

* Done, J & Mulvey, R. (2011). Brilliant Graduate Career Handbook. Harlow: Pearson

Core text books:

* Armstrong, M. (Latest edition) A Handbook of Human Resource Management, London, Kogan Page
(N.B. available as an e book)

* Wilton, N. (2010) An Introduction to Human Resource Management, Sage, London.

Supplementary text books:

* Cottrell, S. (2008) The Study Skills Handbook Basingstoke, Palgrave Macmillan

* Hawkins, P. (2009) The Art of Building Windmill Liverpool, University of Liverpool.

* Yate, M. J. (2005) Great Answers to Tough Interview Questions London, Kogan Page

Recommended Journal Articles:

* Association of Graduate Recruiters (2010) AGR graduate recruitment survey 2010 - Summer Review, London, Association of Graduate Recruiters.

* Bennet, R. (2002) Employers Demands for transferable skills in Graduates, Journal of Vocational Education and Training, 54(4).

* Council for Industry and Higher Education (2008), Graduate Employability: What do employers think and want, Archer, W. and Davison, J. (Eds), London, Council for Industry and Higher Education.

* Ferguson, T. (2007) "Poor" graduate skills turn off recruiters [online] available at <http://www.management.silicon.com/careers/0,39024671,39167405,00.htm>

* Garavan, T. N. (2007). 'Using assessment centre performance to predict subjective person-organisation (P-O) fit': A longitudinal study of graduates' Journal of Managerial Psychology, Vol. 22 (2) pp. 150-167.

* Jackson, D. (2010) An international profile of industry-relevant competencies and skill gaps in modern graduates The International Journal of Management Education, 8(3), pages 29-58.

* Wilton, N. (2011). 'Do employability skills really matter in the UK graduate labour market? The case of business and management graduates', Work, Employment and Society Vol. 25 (1) pp. 85-100.

* Wilton, N. (2011). The impact of work placements on skills development and career outcomes for business and management graduates. Studies in Higher Education. D.O.I: 10.1080/03075079.2010.532548

Journals (J), Magazines (M) and Newspapers (N) :

* People Management (M) also available at www.peoplemanagement.co.uk

* The Financial Times (N)

* The Guardian (N)

Recommended Databases and/or Sites:

* BlackBoard (extensive ELP Materials including DVDs from AGCAS - Association of Graduate Careers Advisory Services)

* www.cipd.co.uk Factsheets in Recruitment and Selection

* www.prospect.co.uk

* <http://www.cihe-uk.com/publications.php>

OUTLINE SYLLABUS

1. Career Planning, Self-Evaluation, Understanding the Graduate Labour Market
2. Recruitment and Selection - The Employer's Perspective
3. The Graduate Recruitment Process: CVs, covering letters, application forms, psychometric and personality tests, interviews, developing personal presentation, resources, attitudes and answers
4. Researching the employer, understanding the sector
5. How Assessment Centres are used by employers
6. Succeeding at Assessment Centres - Learning to manage meetings, behaviour in teams, demonstrating strategic awareness, goal directedness, communication skills and attention to detail

AIMS OF MODULE

This module aims to improve students' awareness of the requirements of employers offering graduate level opportunities, to practice a variety of elements within the graduate recruitment and selection process and thereby improve students' chances of gaining graduate level employment.

LEARNING OUTCOMES At the end of the module students will be able to:

- a) Undertake a range of activities and demonstrate appropriate personal presentation required to successfully obtain graduate level employment (including applications, interviews and a range of assessment centre activities)
- b) Recognise the contribution made by recruitment and selection to organisational development

PREREQUISITES

None

COREQUISITES

None

DISTANCE LEARNING DELIVERY

N/A

LEARNING AND TEACHING STRATEGY

The module is supported by a teaching and learning plan which outlines the formal sessions, together with the tutor-directed study and independent reading. An interactive approach to lecture sessions will draw upon the directed learning undertaken and participants' own experiences. Throughout, the emphasis will be on high levels of participation, both individually and within small groups or teams. Participants can therefore expect the reflective-practitioner approach to learning to be embedded in all workshop/seminar sessions through undertaking activities which facilitate them to apply theory to 'real-life' situations, critically analysing and making recommendations for appropriate ways forward for the organization/individual.

Directed learning will centre upon a range of activities including pre-reading, preparation for interactive activities and use of the discussion board on the e-learning platform.

Independent learning will centre upon the participants identifying and pursuing areas of interest in relation to the subject area or by providing deeper/broader knowledge and understanding of the subject through a range of learning activities that might include extended reading, reflection, research etc.

Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence

The principal mode of delivery for this module is through a series of workshops building upon directed learning activity. This is supported by resources provided through the E-Learning Portal Site, the University Careers Service, the NBS Placements Office, The Prospects Service and graduate employers,

Directed learning requires students to undertake appropriate preparation which will include attendance at meetings outside the University (including attending formal meetings of public sector organisations and consultancy sessions around personal presentation).

The module is supported by a teaching and learning Plan which outlines the formal sessions and by a BlackBoard site, linked to electronic resources provided by the Careers Service.

Continuous formative self, peer and tutor assessment will combine with evidence from directed learning activities to build a portfolio through which the module will be assessed.

ASSESSMENT AND FEEDBACK STRATEGY

- a) Summative assessment and rationale for tasks

This module is assessed through the presentation of a portfolio containing evidence of engagement in workshop exercises, feedback received on performance and evidence of conducting directed learning activities (e.g. attendance at consultancy sessions and meetings of public bodies). The portfolio will require students to provide ongoing evidence-based self-evaluation.

- b) Additional formative assessment - details of process and rationale

Formative assessment will take place through group work, assignment discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions.

Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

Throughout the semester, students' will undertake practical exercises individually and in groups and receive feedback from peers and tutors. Ongoing critical self assessment is also required

c) Indication of how students will get feedback and how this will support their learning

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relating to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

This University, and the School, is constantly seeking to improve its feedback to students and will pilot new initiatives on a regular basis. When such pilots involve a deviation from above, students on modules affected will be fully advised of the revised feedback approach.

IMPLICATIONS FOR CHOICE

None

MK0273 Markets and Customers (CORE, 20 Credits)

SYNOPSIS OF MODULE

This module introduces students to the philosophy and concepts of marketing in a modern day context. A wide range of marketing variables are studied, in addition to factors influencing the marketing environment both in general and within specific industries and businesses. Specific attention is given to the various contexts in which marketing principles and practices are utilised and ongoing developments associated with marketing activities. Students understanding of marketing principles, and their practical deployment, will be developed utilising pertinent case study material in lectures and seminars and through the assessment of the module. This will be reinforced through formative and summative assessment and through directed and independent learning.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Solomon, M.R., Marshall, G.W., Stuart, E.W., Barnes, B, & Mitchell, V-W (2009) Marketing: Real People, Real Decisions. Prentice Hall

Blythe, J. (2009) 'Essentials of Marketing (2nd ed). FT Prentice Hall.

Armstrong, G., Kotler, P., Harker, M., & Brennan, R., (2009) Marketing - An Introduction (9th ed). FT Prentice Hall

Jobber, D. & Fahy, J. (2009) Foundations of Marketing (3rd ed). McGraw Hill

Baines, P., Fill, C. & Page, K. (2008) Marketing. Oxford University Press

Bradley F. (2005) International Marketing Strategy (5th ed). Prentice Hall

Students will be encouraged to keep up to date by regularly visiting the following web sites:

[www. Marketingweek.co.uk](http://www.Marketingweek.co.uk)

www.brandrepublic.com

World Advertising Research Centre: www.warc.com

And to make full use of the Library's electronic resources, databases and specific marketing reports such as Mintel and Keynote

OUTLINE SYLLABUS

Indicative content:

The role & scope of marketing

The marketing environment - domestic, European, and global.

Understanding customers:

- * Consumer behaviour
- * B2B buying behaviour
- * Market segmentation
- * Relationship marketing

Marketing Information and research

- * Importance of market information and techniques need to obtain it
- * Market research process - quantitative, qualitative, steps in the process

Product

- * Product Management
- * New Product development
- * Branding

Price - role, strategies

Place

- * Marketing channels & logistics
- * Retailing & e-tailing

Promotion:

- * IMC

- * Advertising
- * Sales promotion
- * Personal selling
- * Direct marketing and e-marketing
- * Public relations & sponsorship

Specialist areas:

B2B marketing
 Services and Not for Profit Marketing
 International Marketing
 Corporate Social Responsibility

AIMS OF MODULE

The module aims:

- * To offer an introduction into the concepts, principles, theories and techniques of marketing.
- * To give students an opportunity to explore the role of marketing within today's business environment
- * To broaden students knowledge to enable them to evaluate marketing in an applied context.
- * To evaluate the relevance of marketing principles in various situations.
- * To provide a foundation for further study of the subject, where appropriate

LEARNING OUTCOMES

By the end of the module students will be able to:

- a) demonstrate knowledge of marketing principles and be able to apply these within a variety of domestic and international contexts.
- b) demonstrate the application of personal transferable skills to customer orientated business scenarios

PREREQUISITES

None

COREQUISITES

None

DISTANCE LEARNING DELIVERY

None

LEARNING AND TEACHING STRATEGY

The module is supported by a teaching and learning plan which outlines the formal sessions, together with the tutor-directed study and independent reading. An interactive approach to lecture sessions will draw upon the directed learning undertaken and participants' own experiences. Throughout, the emphasis will be on high levels of participation, both individually and within small groups or teams. Participants can therefore expect the reflective-practitioner approach to learning to be embedded in all workshop/seminar sessions through undertaking activities which facilitate them to apply theory to 'real-life' situations, critically analysing and making recommendations for appropriate ways forward for the organization/individual.

Directed learning will centre upon a range of activities including pre-reading, preparation for interactive activities and use of the discussion board on the e-learning platform.

Independent learning will centre upon the participants identifying and pursuing areas of interest in relation to the subject area or by providing deeper/broader knowledge and understanding of the subject through a range of learning activities that might include extended reading, reflection, research etc.

Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence.

Lectures will be used as the starting point for providing students with a foundation for further directed study and independent learning. Learning and teaching will include lectures to cover the main content of the topics, using case studies and examples, and where possible guest speakers to give a practitioner viewpoint. Lectures will also include research from different authors which will be clearly stated on the power point slides. Furthermore, lecturers will be encouraged to share their own research (e.g. conceptual model, methodology, findings) with the students in the lectures and the seminars.

The lecture content is also informed by research. For example, the consumer decision making model has been informed by Hawkins, Best and Coney (1995). The external, marketing strategies and individual influences on the decision making has been informed by Assael (1998). Research by Brassington and Petit (2007) has identified the various decision making units within consumer behaviour.

The teaching team research interests lie in consumer decision making, pricing strategies, promotions and advertising strategies and branding and the teams regularly bring up examples from this research and discusses them with the student cohort.

Directed learning may include a range of activities including pre-reading, preparation for seminar activity, preparing for presentations etc.

Independent learning is learning which the student identifies by pursuing areas of interest or by providing deeper or broader knowledge of the subject, through a range of learning activities that might include reading, reflection, research etc.

The module is supported by a Teaching and Learning Plan which outlines the formal sessions and by a Blackboard site. The site will provide students with all the basic module material. There will be links to useful websites. It will be updated with topical news items. There will be opportunity for students to use communication tools on Blackboard to offer feedback and discussion on their assessment and seminar work.

Seminars:

The seminars will be used :

* To apply marketing principles to a variety of specialist situations e.g. FMCG, industrial marketing, not-for-profit marketing, travel & tourism marketing etc

* For development of the assessment project - through presentations of progress, in-class research and direction.

Staged formative self, peer and tutor assessment will direct students progress on the assessment project.

Further formative feedback will be given at seminars.

ASSESSMENT STRATEGY

a) Summative assessment and rationale for tasks

Assessment for this module will follow the assessment for learning approach.

Group participation in the marketing simulation and written report (1000 words, 30%)

Part of the assessment will be undertaken by working in groups in order to improve student's team working skills - as very important transferable skill to employers. Students will work together on a Marketing Simulation - learning from their past performance to improve further participation in the game. The simulation takes an authentic case scenario and allows students to make decisions on a variety of marketing areas. Students can see the results of their decisions so applying theory into practice.

Open notes Examination (2 hours, 70%)

Broader knowledge of the subject will be examined in an open book examination. Questions will be taken from material delivered in lectures, seminars and from the core text book.

It has been approved by the University and/or School Student Learning and Experience Committee(s) that this assessment is exempt from the anonymous marking process.

b) Additional formative assessment - details of process and rationale

Formative assessment will take place through group work, assignment discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions.

Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

Seminar activities will comprise students receiving feedback from the simulation and a variety of other marketing cases and exercises allowing for in-depth discussion of different aspects of marketing and businesses. Formative feedback will be given during seminars in response to student participation.

c) Indication of how students will get feedback and how this will support their learning

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relation to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

This University, and the School, is constantly seeking to improve its feedback to students and will pilot new initiatives on a regular basis. When such pilots involve a deviation from above, students on modules affected will be fully advised of the revised feedback approach.

IMPLICATIONS FOR CHOICE

None

NX0201 Business Performance Management (CORE, 20 Credits)

SYNOPSIS OF MODULE

Evaluating business performance involves analysing a number of different business areas, integrating that information and considering the needs of a wide range of stakeholders. This module will examine the performance techniques used to evaluate the business in a number of key areas including finance, marketing, HRM and logistics.

Assessment will be by means of two periodic exams (during the semester) together with an integrated case study with an individual and group component (at the end of the semester).

INDICATIVE READING LIST

Recommendations for purchase:

Yeoh, K., Mitchinson, B., Shokri, A., Sutherland, M. and Creaby-Attwood, N. (2012) Business Performance Management, Harlow, Pearson Education.

Core text books:

Yeoh, K., Mitchinson, B., Shokri, A., Sutherland, M. and Creaby-Attwood, N. (2012) Business Performance Management, Harlow, Pearson Education.

Neely, A. (2005) Measuring Business Performance, The Economist Books.

Neely, A. (2002/2006/2007) Business Performance Measurement: Theory and Practice, Cambridge University Press.

Supplementary Material:

Aguinis, H. (2007) Performance Management, Harlow, Prentice Hall.

Armstrong, M. (2006) Performance management: key strategies and practical guidelines, 3rd Ed., London, Kogan Page.

Arnold, G. (2006) Essentials of corporate financial management, Harlow, FT Prentice Hall.

Binet, L. and Field, L. (2007) Marketing in the era of accountability, Henley-on Thames, World Advertising Research Centre.

Brassington, F. and Pettitt, S. (2007) Essentials of marketing, 2nd Ed., Harlow, Financial Times Prentice Hall.

Drury, C. (2007) Management and Cost Accounting, 7th Ed., London, Business Press.

Heskett, J.L., Sasser, W.E. and Schlesinger, L.A. (1997) The Service Profit Chain: How Leading Companies Link Profit and Growth to Loyalty, Satisfaction and Value, Simon and Schuster Inc, Free Press.

Heskett, J.L., Sasser, W.E. and Hart, C.E. (2007) Service Breakthroughs: Changing the rules of the game. Free Press.

Hopper, T., Northcott, D. and Scapens, R. (2007) Issues in Management Accounting, London, Prentice Hall.

Hoque, Z. (2003/2006) Strategic Management Accounting, 2nd Ed., Pearson Education (3rd edition due).

Humby, C. and Phillips, T. (2008) Scoring points: how Tesco continues to win customer loyalty, 2nd Ed., London, Kogan Page.

Kotler, P. (2008) A framework for marketing management. 3rd Ed., Upper Saddle River, N.J., Prentice Hall.

Christopher, M. (2005) Logistics and Supply Chain Management: Creating Value Added Networks, FT Prentice Hall.

Verweire, K. and Berghe, L.V.D. (2004) Integrated performance management: a guide to strategy implementation, London, SAGE.

Walsh, C. (2006) Key management ratios: the clearest guide to the critical numbers that drive your business, 4th Ed., Harlow, Prentice Hall/Financial Times.

Additional Learning Resources:

Students will make use of databases, FAME, WARC and other online resources within NORA including relevant journal articles.

OUTLINE SYLLABUS

1) Introduction. Mission Statements and Corporate Objectives

Introduction to the Balanced scorecard and the EFQM Excellent model

2) Managing Performance in Accounting - Accounting for control, Cost and profit centres, responsibility accounting. Performance Indicators, Standard Costing, ROCE, Profit and Wealth. Economic Value Added. Financial and non Financial indicators.

3) Planning and Control systems in marketing. Markets and customers.

Assessing performance. Key indicators including customer satisfaction.

4) Managing people to facilitate good performance. Defining performance and understanding different approaches to modelling performance. Different performance enhancement strategies. Issues relating to fairness and validity of executive pay.

5) Managing Performance across supply chains. B2B Supply chain performance management. Supplier selection criteria. Performance contracts. Efficient consumer response.

6) Considering other stakeholders and measures of sustainability.

These areas are used to inform the module case study.

Key questions/themes will be:

Which measures of performance could be utilised?

What happens if different measures provide conflicting advice?

How can different performance measures be assessed?

What are the behavioural implications of these measures?

AIMS OF MODULE

Introduce and evaluate performance measurement and management across a range of functional business areas.

Make use of formal performance management frameworks whilst considering internal and external stakeholders in the performance management process.

LEARNING OUTCOMES Students will be able to:

a) Demonstrate the need for appropriate measures for performance evaluation across a number of areas (Accounting, HRM, Marketing and the Supply chain) in order to facilitate the attainment of business objectives.

b) Analyse the various models which can be used to evaluate performance in a number of different management contexts.

PREREQUISITES

None

COREQUISITES

None

DISTANCE LEARNING DELIVERY

None

LEARNING AND TEACHING STRATEGY

The module is supported by a teaching and learning plan which outlines the formal sessions, together with the tutor-directed study and independent reading. An interactive approach to lecture sessions will draw upon the directed learning undertaken and participants' own experiences. Throughout, the emphasis will be on high levels of participation, both individually and within small groups or teams. Participants can therefore expect the reflective-practitioner approach to learning to be embedded in all workshop/seminar sessions through undertaking activities which facilitate them to apply theory to 'real-life' situations, critically analysing and making recommendations for appropriate ways forward for the organization/individual.

Directed learning will centre upon a range of activities including pre-reading, preparation for interactive activities and use of the discussion board on the e-learning platform.

Independent learning will centre upon the participants identifying and pursuing areas of interest in relation to the subject area or by providing deeper/broader knowledge and understanding of the subject through a range of learning activities that might include extended reading, reflection, research etc.

Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence.

Concepts and techniques together with issues for further consideration will be covered within the front end loaded (1 hour 30 minutes) lectures

Lectures are supported by events called seminars (6 x2 hours) at which students make use of specialists (consultants) to resolve difficulties raised by the module case study.

In addition there are two assessments (2 multiple choice tests) aimed at enabling students to gauge their continuing level of understanding as the module progresses and reflect on their performance.

The module involves directed and independent learning. The former includes reading, journal article analysis and multiple choice question practice whilst the latter allows students to identify areas of interest in order to broaden or deepen their knowledge. The online teaching and learning plan acts as a sign post to guide the student in these work activities.

ASSESSMENT STRATEGY

a Summative assessment and rationale for tasks

This is assessed by two multiple choice tests plus a final group based assessment dealing with the module integrative case study. Further details are given in the online teaching and learning plan.

Formative assessment will include multiple choice tests and group feedback presentations which discuss content, structure and delivery. These will be completed by fellow students (peer feedback) and tutors.

b Additional formative assessment - details of process and rationale

Formative assessment will take place through group work, assignment discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions.

Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

c Indication of how students will get feedback and how this will support their learning

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relating to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

This University, and the School, is constantly seeking to improve its feedback to students and will pilot new initiatives on a regular basis. When such pilots involve a deviation from above, students on modules affected will be fully advised of the revised feedback approach.

IIIMPLICATIONS FOR CHOICE

Year 3 or year 4 (level 6) modules require this module to be completed.

SM0269 Global and International Business Contexts (CORE, 20 Credits)

SYNOPSIS OF MODULE

This module focuses on the development of analysis, rather than an ability to describe, and on understanding and ability to apply knowledge to aid international business strategy development. The module will focus on the external business environment, in terms of international markets, industries and organisations and will use the research and analysis of contemporary cases to illustrate theory and concepts. Students will exploit the opportunities offered by the international environment of NBS to develop their cultural intelligence by working in international teams in the seminars which will require student preparation, research and collaboration. Global citizenship will be facilitated and developed by creating an awareness of the wider world, a sense of the students' own role as world citizens and an understanding of how the world works economically, socially, politically, environmentally, technologically and what cross-cultural management issues exist in doing business internationally. The module assessment will be both formative and summative. Completion of this module will provide a sound basis for the further study of international strategic management.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Core text books:

Cavusgil, S., Knight, G., Riesenberger, J. (2008) *International Business*. Pearson
 Browaeyns, M. & Price, R. (2008) *Understanding Cross-cultural Management*. Pearson
 Dicken, P. (2011) *Global Shift*. 6th ed. Sage
 Dunning J. & Lundan, S. (2008) *Multinational Enterprises and the Global Economy*. 2nd Edition. Edward Elgar
 Griffin, R.W. & Pustay, M.W. (2010). *International Business*. 6th Global Edition. Pearson
 Hill, C. (2009) *International Business*, 8th edition, McGraw-Hill
 Peng, M. (2011) *Global Business*, 2nd International Edition, South-Western Cengage Learning
 Peng, M. & Meyer, K. (2009) *International Business*, Cengage Learning
 Rugman, A. & Collinson, S. (2012) *International Business*, 6th Edition, Pearson: Prentice Hall
 Wild, J., Wild, K., Han, J. (2010) *International Business: the challenges of globalization*. Pearson.

Recommended Journal Articles:

Alexander, M. & Korine H. (2008) "When you should not go global", *Harvard Business Review*, December 2008
 Clark T., D. Pugh and Mallory G. (1997) "The Process of Internationalization in the Operating Firm", *International Business Review* Vol. 6, No. 6. pp. 605-623
 Demirbas, D. and Yukhanaev, A. 2011. Independence of board of directors, employee relation and harmonisation of corporate governance, *Employee Relations*, 33(4): 444-471.
 Demirbas D., A. Yukhanaev, R. Stepanov (2011) Modernisation Reforms In Russian Corporate Governance and The Strategic Importance of Russian Board of Directors, In "Handbook on International Business: Comparative Perspectives", Demirbag, M. & Wood, G. T. (Eds.), Edward Elgar: UK
 Dingwerth, K. and Pattberg, P. (2006) "Global Governance as a Perspective on World Politics", *Global Governance*, Vol: 12 Issue: 2, Page: 185
 Detomasi, A. (2007) "The Multinational Corporation and Global Governance: Modeling Global Public Policy Networks", *Journal of Business Ethics*, Volume 71, Number 3, 321-334
 Hofstede, G. (1994) "The Business of International Business is Culture" *International Business Review* Vol. 3, No. 1, pp. 1-14,
 Jakobsen, J. (2010) "Old problems remain, new ones crop up: Political risk in the 21st century", *Business Horizons*, Elsevier
 Jing, L. & Rugman A. (2007) "Real options and the theory of foreign direct investment", *International Business Review*, 16, 687-712
 Kimino S., Saal D. & Driffield N. (2007) "Macro Determinants of FDI Inflows to Japan: An Analysis of Source Country Characteristics", *The World Economy*, Volume 30, Issue 3, pp.446-469
 Levitt, T. (1983) "The globalization of markets", *Harvard Business Review*, May-June 1983
 Levitt, T. (2006) "What business are you in?", *Harvard Business Review*, October 2006
 Nyuur R.B., Debrah Y. A. (May 2010) Why on Earth do Foreign Firms Invest in Ghana? The Changing Motives and Determinants of FDI, Presented at the IAABD 2010 Conference at Lagos University, Nigeria
 Puffer, S., McCarthy, D., Jaeger, A., Dunlap, D. (2012) "The use of favors by emerging market managers: Facilitator or inhibitor of international expansion?", *Asia Pacific Journal of Management*, Issn: 0217-4561 pp.1-23.
 Ohmae, K. (1989). "Managing in a Borderless World", *Harvard Business Review*, 67 (3), 152-161
 Zarkada-Fraser, A. & Campbell, F. (2002) "Risk perception by UK firms towards the Russian market", *International Journal of Project Management*, Volume 20, Issue 2, February, Pages 99-105
 Okoroafo, S. (1991) "Modes of Entering Foreign Markets", *Industrial Marketing Management*, 20, 341-346
 Porter, M. (2008). "The five competitive forces that shape strategy", *Harvard Business Review*, 86(1), 78-93.
 Porter, M. (1990) "The Competitive Advantage of Nations," *Harvard Business Review*, March-April.
 Rugman, A. & Girod, S. (2003) "Retail Multinationals and Globalization: The Evidence is Regional", *European Management Journal*, Vol. 21, No. 1, pp. 24-37.
 Yip, G., Loewe, P., Yoshio, M. (1988) "How to take your company to the global market", *Columbia Journal of World Business*, Winter 1988
 Yukhanaev A., Roberts J. (April 2011) Russian Outbound Investments - Towards a New Perspective?, Working Paper, Proceedings of the 38th Academy of International Business AIB-UKI (UK & Ireland Chapter) Conference, University of Edinburgh Business School.

Journals, Magazines and Newspapers:

Business Week
 Critical Perspectives on International Business
 Economist
 Financial Times
 Fortune
 International Business Review
 Journal of International Business Studies
 Journal of World Business
 Journal of International Management
 Transnational Corporations

Online resources:

International Business Statistics: www.globaledge.msu.edu/
 BBC News search: www.search.bbc.co.uk/
 The World Bank: www.worldbank.org/
 Organisation for Economic Co-operation and development (OECD): www.oecd.org/
 CorpWatch: www.corpwatch.org
 Biz/ed: <http://www.bized.co.uk/>
 Doing Business: <http://doingbusiness.org/>
 Business Culture: www.worldbusinessculture.com
 Institute for Strategy and Competitiveness: http://www.isc.hbs.edu/econ-natcomp_resources.htm
 Global Business Radio programme <http://www.bbc.co.uk/programmes/p002vsyy/episodes/player>
 World Economic Forum www.weforum.org

Other sources of data and information accessed through NORA:

Global marketing information database (GMID-Country insight)
 Nexis UK (company and industry information)
 Keynote (market reports)

OUTLINE SYLLABUS

Relevant international trade theory:

Global rivalry theory

Product life cycle theory

Porter's Diamond of National Comparative Advantage

How to use them to inform strategic decisions

Globalization/internationalization in different industries & markets

Yip's Globalization Drivers

Porter's Five Forces

How to use them to inform strategic decisions

International Co-operation and Alliances

Implications for industries, markets and organisations, strategy

International Trade & Investment

Business-Government Trade Relations

Foreign Direct Investment

Internationalisation theories

Regional Economic Integration: Trading Blocs

Using Factor Mobility Theory

Implications for international business

International Business Management

Strategy & Organisation

Leveraging Resources & Capabilities

Strategic Alliances & Networks

International Value Chain

Analyzing International Opportunities

Country Evaluation & Selection

Selecting and Analyzing Entry Modes

Export & Import Strategies

Direct Investment & Collaborative Strategies

Cross-cultural Management

Self-referencing

Culture & Organisational Behaviour

Formal and Informal Institutions

Politics, Laws, Ethics, Religion, Values, Attitudes

Globalization & Society, International CSR Issues

Leadership & Organisational Culture

Using Kluckhohn-Strodtbeck, Trompenaars, Hofstede, Hall.

The theories & concepts above will be taught through the use of appropriate case studies, based around industries and organisations.

AIMS OF MODULE

The module seeks to:

1. develop analytical skills, knowledge of analytical frameworks and understanding of implications to business of aspects of the international business environment.
2. develop global citizenship and cultural intelligence.
3. focus on a variety of globalizing and internationalizing, markets and organisations as vehicles for learning the theory
4. enable the students to form well-grounded strategic recommendations for a business and justify them

LEARNING OUTCOMES

Students will be able to

a) analyse various global and / or international business contexts and how these effect the strategic development of industries, markets and organisations.

b) demonstrate an appreciation of global citizenship and cultural intelligence through analysing different environments and cultural settings and experiencing international learning environments.

PREREQUISITES

None

COREQUISITES

None

DISTANCE LEARNING DELIVERY

E-learning portal and publisher's on-line materials

LEARNING AND TEACHING STRATEGY

Lectures will form the basis for explaining theory. Seminars will provide a forum for applying theory, practising skills & developing experience and reflecting on their personal experience of international business.

The Teaching and Learning Plan will provide a route map for the module and will also incorporate the use of web-based materials.

The module will require both directed and independent learning. Directed learning will include directed reading and research in order to prepare for seminars and presentations. Guidance for these exercises will be given in classes and provided on the teaching and learning plan. Additional independent learning will also be encouraged and will include reading newspapers and business journals and watching international documentaries.

ASSESSMENT STRATEGY

a) Summative assessment and rationale for tasks

Summative assessment will take the form of:

A student portfolio that will be based on evidence of student preparation and participation in the seminars. Each student will produce a piece of work, as directed in the seminar brief, which will be the main exercise for seminars 2-5. These pieces of work will be presented in the appropriate format. A different activity is allocated for each of the seminar sessions in the semester. Formative feedback on the work will be provided during the seminar by a tutor. The complete portfolio will contribute 30% to the overall summative mark for the module.

Remaining 70% of the overall module mark will be awarded through formal assessment based upon a case format individual assignment designed to test students' ability to engage in research, select information, synthesise and draw relevant conclusions. The case-based assignment will allow students to demonstrate their theoretical as well as practical knowledge of analytical frameworks and current events affecting international businesses operating within the key regions of the world economy. The assignment will also reflect on the issues discussed during seminar activities. The feedback obtained by the students upon the completion of their group presentations during seminars is seen as crucial in preparation of the individual assignment. Throughout the module, students will also be encouraged to critically reflect on their own learning process and awareness of international business issues, which have been explored during the module. Details of the summative assessment and its relation to the learning outcomes will be articulated in the assessment itself.

Marks and feedback to be provided through appropriate mechanisms.

b) Additional formative assessment - details of process and rationale

Formative assessment will take place through group work, assignment discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions. Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

The assessment strategy will seek to reward engagement, contribution, creativity and critical analysis. It will also be used as a means of demonstrating global citizenship, cultural intelligence and awareness of international business through current exposure to the implications, trends and future of the international business environment.

c) Indication of how students will get feedback and how this will support their learning

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task.

Formative feedback will be provided throughout the module, particularly in relating to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

This University, and the School, is constantly seeking to improve its feedback to students and will pilot new initiatives on a regular basis. When such pilots involve a deviation from above, students on modules affected will be fully advised of the revised feedback approach.

IMPLICATIONS FOR CHOICE

None

ML0791 Spanish Language and Employability (A) (OPTION, 20 Credits)

SYNOPSIS OF MODULE

An intensive semester-long language and employability module, it focuses on writing skills together with aural comprehension and an introduction to interpreting and oral skills practice. Students will develop their ability to recognise and compose in different styles and registers. They will be introduced to and apply the linguistic and methodological skills needed to tackle fieldwork and library research relevant to students' work at level 5, including the period of residence abroad, whether that be by university placement, assistantship or work placement.

The module is delivered through a combination of lectures delivered by guest speakers, seminars, language laboratory work, directed and independent study, including the use of electronic sources and ICTs.

The module is assessed through continuous assessment and examination. Continuous assessment consists of a structured written task in the FL of 800 - 1000 words. The examination consists of a translation and an oral presentation. The mark for oral skills will include a mark for week on week performance. Formative assessment forms an integral part of the module throughout the year to enable students to build towards achieving the learning outcomes of the module.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Students are required to access the latest version of a bilingual dictionary.

Detailed reading will be provided in module guides.

OUTLINE SYLLABUS

The module concentrates on working into and out of the target language to develop oral, aural, interpreting and writing skills through activities such as:

- * aural comprehension and introduction to interpreting
- * correspondence
- * CV writing
- * oral presentation
- * telephone skills
- * written communication skills
- * translation into the target
- * translation into English
- * summary writing
- * employability guest lectures

AIMS OF MODULE

The module aims

1. to enable students to apply their linguistic competences in a working environment
2. to extend students' knowledge of more complex lexical and syntactic structures of the target language appropriate to the business environment.
3. to apply this knowledge and these skills to increasingly complex situations
4. to develop students' ability to recognise and to compose in different styles and registers both in written and oral
5. to extend students' knowledge of applied terminology relevant to contemporary economic, business, political and socio-cultural issues
6. to introduce students to the linguistic and methodological skills needed to tackle fieldwork and library research
7. to enhance students' ability to evaluate, synthesise and organise information from a variety of written and aural FL sources.
8. to consolidate and expand students' ability to use e-learning including the use of ICTs

LEARNING OUTCOMES

After successful completion of this module students will:

1. have developed their awareness of the language skills required in a working environment
2. be able to demonstrate their knowledge of more complex lexical and syntactic structures in the target language
3. be able to initiate and maintain written and verbal communication in response to familiar and unfamiliar demands in a general and business environments
4. have developed their ability to recognise and compose in different styles and registers, including business related vocabularies and registers
5. have extended their knowledge of applied terminology relevant to contemporary economic, business, political and socio-cultural issues
6. be able to use the linguistic and methodological skills needed to tackle fieldwork and library research
7. have enhanced their ability to evaluate, synthesise and organise information drawn from FL sources
8. have consolidated and expanded their ability to use electronic sources including ICTs

PREREQUISITE(S)

Spanish Language Core 2 (A)

COREQUISITE(S)

Level 4 Language Core (A) and Communication Skills (A) in the target language.

DISTANCE LEARNING DELIVERY

N/A

LEARNING AND TEACHING STRATEGY

The module is delivered through a series of seminars, language laboratory classes, guest lectures, directed and independent study, including the use of electronic sources and access to spoken FL using, for example, authentic live and off-air materials in the Language Resource Centre.

IMPLICATIONS FOR CHOICE

None

ASSESSMENT STRATEGY

The module includes formative and summative assessment, the latter a combination of continuous assessment and examination:

Formative assessment will enable students to demonstrate, on a regular basis, that they are building towards achieving the learning outcomes of the module.

Summative assessment consists of:

* Continuous assessment: a structured written task in the target language of approximately 1000 words on a topic related to the working environment, excluding the appendices, to be submitted at the end of semester 2

* Examination: a translation and a oral presentation.

ML0794 Spanish Core Language and Communication Skills 2(A) (OPTION, 20 Credits)

SYNOPSIS OF MODULE

An intensive level 5 module which enhances the written and spoken foreign language skills developed at level 4. This module focuses on a variety of activities such listening comprehension, oral discussions and presentations, understanding, describing, analysing and presenting statistical information in the target language, summarising information in authentic foreign language texts, translation from and into the target language, and practising writing skills in the target language.

As part of their work students will use electronic gateways or Blackboard for supplementary tasks or materials and the Language Resource Centre with access to off-air and web-based materials.

Much emphasis is placed on formative assessment to enable students to build towards achieving the learning outcomes of this module. This involves regular week-on-week preparation and guided study using a variety of printed, web-based and off-air materials.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Students are required to access the latest version of a bilingual dictionary.

Detailed reading will be provided in module guides.

OUTLINE SYLLABUS

This module will practise and enhance the students' command of the target language through activities including

- * listening comprehension (authentic sources in the target language on current affairs relating to the political, economic, cultural and social environment)
- * understanding statistics and presenting/commenting on them in the target language to practise and demonstrate numeracy and the ability to apply relevant lexical and syntactic structures in the target language
- * presentations and discussions of current affairs using the target language
- * practising and developing grammar in context
- * translating into and out of the target language
- * summarising in English information from authentic sources in the target language

AIMS OF MODULE

The general aims of the module are to enable students

1. to extend their knowledge of more complex lexical and syntactic structures of the target language
2. to apply this knowledge in increasingly complex situations to enhance their ability to evaluate, synthesise and organise information from a variety of authentic written and aural sources
3. to develop their ability to recognise and compose in different styles and registers in the target language
4. to refine their command of spoken language
5. to understand sources in the target language and in English, and transfer meaning in the target language
6. to consolidate and expand their ability to use e-learning

LEARNING OUTCOMES

On successful completion of the module students will

1. be able to demonstrate their knowledge of more complex lexical and syntactic structures of the target language
2. have enhanced their ability to evaluate, synthesise and organise information
3. have enhanced their ability to recognise and compose in different styles and registers
4. have enhanced their command of spoken language
5. have developed further their skills of transferring meaning between the target language and English
6. have consolidated and expanded their ability to use e-learning including ICTs

PREREQUISITE(S)

Level 4 Core (A) and Communication Skills (A) modules in the target language

COREQUISITE(S)

Level 5 Language and Employability (A) module in the target language

DISTANCE LEARNING DELIVERY

N/A

LEARNING AND TEACHING STRATEGY

The Learning Teaching strategy comprises a combination of

- * seminars to develop further students' aural skills in the target language
- * seminars to develop oral skills including debates and presentations in the target language
- * seminars to enhance students' knowledge of grammar in context, to develop their writing skills and their ability to translate increasingly complex English texts into the target language
- * seminars to develop the understanding of increasingly complex authentic texts in the target language through summarising in and translating into English to develop the ability comprehend and transfer meaning
- * guided and independent study including regular preparation of next week's seminar as well as the use of electronic gateways or Blackboard for supplementary tasks or materials and the Language Resource Centre with access to off-air and web-based materials

Students' learning experience will be enhanced by the collaboration between home and exchange students, wherever possible.

IMPLICATIONS FOR CHOICE

N/A

ASSESSMENT STRATEGY

The summative assessment strategy comprises

- * Continuous assessment:
 - o Statistical commentary in the target language of between 500 and 1,000 words
- * Examination:
 - o Aural examination

NX0203 Global Citizenship, International Literacy and Employability (OPTION, 60 Credits)

SYNOPSIS OF MODULE

Northumbria University internationalisation strategy aims to encourage student engagement in international experience and cross cultural experiences. In line with that strategy, this module intends to increase the number of students taking up outgoing study opportunities by removing one of the structural barriers i.e. the need to spend an additional year in University in order to go abroad. This module is designed to facilitate the transfer of credits into existing programme structures and reward students for their willingness to engage internationally, working with approved partners in various geographies across the world including Europe, USA and Australia.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Detailed reading lists will be determined in the partner institutions according to the specific modules delivered.

OUTLINE SYLLABUS

Each partner will deliver a range of modules encompassing a programme mapped against the programme studied by the student at Newcastle Business School. The precise syllabus will depend on the partner at which the student is placed.

AIMS OF MODULE

The module seeks to:

1. develop understanding of the international business environment.

2. develop and practise the attitudes and skills of global citizenship and gather evidence of proficiency therein.
3. develop and practise cultural intelligence and gather evidence of proficiency therein.
4. improve employability by gathering valuable and differentiating evidence of transferable experience and skills desired by employers.
5. focus on a variety of globalizing and internationalizing markets and organisations as vehicles for learning theory.
6. give students an opportunity to explore a different educational system and culture, thereby enhancing their academic ability.

LEARNING OUTCOMES

At the end of the module the students will be able to demonstrate:

1. that they have planned a move and lived and studied abroad for a semester.
2. knowledge of the theory and practice of international business management by studying appropriate modules at the selected partner institution and by experiencing international learning environments.

PREREQUISITES

Any module which must already have been taken at a lower level, or any stipulated level of prior knowledge required, as specified by partners.

COREQUISITE(S)

NONE

DISTANCE LEARNING DELIVERY

NONE

LEARNING AND TEACHING STRATEGY

This module is supported by approved and carefully selected exchange partner institutions, with a preference for those that are accredited and who will provide support in accordance with their institutional standards.

Students will be advised by the module tutor as to the most appropriate diet of modules to be undertaken at the partner. This diet will reflect the Newcastle Business School programme as closely as possible and will be mapped against Newcastle Business School modules.

Students will be briefed by the module tutor during the preceding year as to the objectives of the "semester "and the recommended study programme to be undertaken. The student will enter into a learning agreement with the host institution and Newcastle Business School which will be used to ensure an appropriate level of study, number of credits and subjects is being followed during the semester.

ASSESSMENT AND FEEDBACK STRATEGY

a Summative assessment and rationale for tasks

Students will be required to produce a portfolio of evidence to indicate they have successfully completed their study programme at the partner institution. This evidence will consist of ECTS credits gained whilst studying with the partner or partner institution credits gained whilst studying at the partner.

In the event that students do not achieve the required ECTS/partner credits they will attempt resits at the partner where this is possible or complete an appropriate level 5 assessment at Newcastle Business School to complete the portfolio.

b Additional formative assessment - details of process and rationale

Formative assessment will take place through the normal process employed by the partner institution. Visiting tutors from Newcastle Business School will also provide formative feedback on the student's progress.

c Indication of how students will get feedback and how this will support their learning

Formative feedback will be provided throughout the module by the partner institution, particularly in relation to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor from both the partner institution and Newcastle Business School.

This University, and the School, is constantly seeking to improve its feedback to students and will pilot new initiatives on a regular basis. When such pilots involve a deviation from above, students on modules affected will be fully advised of the revised feedback approach.

IMPLICATIONS FOR CHOICE

NONE

*Please note: the information in this document is correct at the time of printing (21/05/2013) but may be subject to change.
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BA (Hons) International Business Management with Spanish: Year 3 Modules

NB0208 BAIBS Academic Placement Report (CORE, 60 Credits)

SYNOPSIS OF MODULE

This unit records and assesses the academic progress and performance of BAIBS students undertaking their academic placement year abroad.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Not specified

OUTLINE SYLLABUS

The programme of study followed by individual students abroad will vary from student to student according to the country and institution in which they study but each programme will meet the following requirements:

- 1 the study programme will be at least one semester in duration
- 2 The student will attend classes for a minimum of 15 hours per week
- 3 The student will undertake all the normal unit assessments of the host institution.
- 4 The student will study subjects approved by the exchange co-ordinator at UNN. Subjects areas may be in any business discipline, foreign language, foreign culture, foreign politics, etc.
- 5 The student is expected to attend all classes which form the agreed programme and will be expected to explain any absences.

AIMS OF MODULE

- 1 To record the learning experience of students undertaking an academic placement abroad.
- 2 To ensure the active involvement of students in their learning experience.
- 3 To assess the performance of students during their academic placement abroad.
- 4 To allow students to experience study in a foreign educational environment.
- 5 To enhance the students understanding of other cultures.
- 6 To enable the students to develop their ability in a foreign language.

LEARNING OUTCOMES

Students will:

- Understand and benefit from their learning experience abroad.
- Improve their foreign language
- Have greater understanding of other countries.

Students will undertake the following 3 pieces of work designed to record and assess their learning experience:

1 A Learning Contract

The student will specify in this document the aims and objectives of the student's period of study abroad, the duration of studies, the subjects to be studied and the document will be signed by the student and the exchange co-ordinator of the host institution.

2 A Study Log

This will contain the following:

- A record of all subjects, units, courses studied in the host institution including
 - i) Title, duration and level (year) of each subject studied.
 - ii) All continuous assessment marks awarded.
 - iii) A record of each examination mark awarded. Examination marks are confirmed directly by the host institution to NBS.
 - iv) A commentary on the learning experience.

3 An Academic Placement Report

A 1500 word report assessing the student's learning experience. This must relate to the learning contract and the study log. It must form an account of the academic placement experience and must contain reference to any problems of an organisational, institutional, linguistic or cultural nature experienced during the placement.

It must also contain as appendices a comment by a) the exchange co-ordinator of the host institution and b) the visiting tutor from UNN (if applicable) on the attendance, attitude and performance of the student during their academic placement. These comments will be considered when the report is assessed.

PREREQUISITES

None

COREQUISITE(S)

None

DISTANCE LEARNING DELIVERY

LEARNING, TEACHING AND ASSESSMENT STRATEGY

As dictated by the host institution.

IMPLICATIONS FOR CHOICE

NB0209 BAIBS Company Based Project (CORE, 60 Credits)

SYNOPSIS OF MODULE

This unit is a project centred upon a company based in a foreign country undertaken by BAIBS students during their academic placement year abroad.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Not specified.

OUTLINE SYLLABUS

The project completed by individual students abroad will vary from student to student according to the country and the company upon which they base their project and will meet the following requirements:

- 1 The project will be at least 8 weeks in duration and will form the remainder of the academic year before or after the academic placement. That is to say that the student must spend a complete academic year abroad and the length of the company based project is determined by the length of the academic placement.
- 2 The student will be supervised on the project jointly by UNN and the host institution.
- 3 The student must complete the learning contract, the log and the report.
- 4 The project must be approved by the NBS exchange co-ordinator prior to its commencement.

AIMS OF MODULE

- 1 To allow students to apply their academic knowledge and skills to the analysis of a company operating in a non-UK business environment.
- 2 To enable students to understand the differences between the UK business culture and a foreign business culture.
- 3 To record the learning experience of students undertaking a company-based project.
- 4 To ensure the active involvement of students in their learning experience.
- 5 To enable the students to develop their ability in a foreign language.

LEARNING OUTCOMES

Students will

- Understand and benefit from their learning experience abroad.
- Improve their foreign language skills.
- Have greater understanding of the conduct of business within other cultures.

Students will undertake the following 3 pieces of work designed to record and assess their learning experience:

1 A Learning Contract

The student will specify in this document the aims and objectives of the company based project, the duration of the project, the tasks to be undertaken within the project and the document will be signed by the student, the exchange co-ordinator of the host institution and a representative of the company upon which the project is to be based.

2 A Company Project Log

This will contain the following:

- i) Name and address of company
- ii) Duration of period spent working on company based project
- iii) A description of the main activity (eg product manufactured) of the company
- iv) A description of all major tasks carried out by the company
- v) A record of all activities undertaken by the student in the completion of their company based project.

3 A Company Based Project Report

Students record the following information regarding their company based project:

- i) Name and address of company
- ii) Duration of period spent working on company based project.
- iii) A description of the main activity (eg product manufactured) of the company
- iv) A description of all major tasks carried out by the company
- v) A subjective assessment by the student of the major difference between the context of business activity in the overseas location compared to that of the UK.

Students produce a 5000 word report based on the company based project which must include a SWOT and STEP analysis of the company. The report will have the following structure:

A Title Page

This should contain the name of the student, the name of the UNN route they are following (eg BA (Hons) International Business Studies), the country within which the project was undertaken, the name of the company and the dates between which the project was completed.

Introduction

This section is based upon the learning contract and the log and introduces the company and the nature of the project.

Company Profile

An outline description of the company which provides the basis for an historical assessment of the strategies and performance of the company. The profile should address such issues as the environment in which the business operates, the major resources of the company, its internal structure, growth, turnover, profitability (where appropriate and possible) and an attempt to identify the strategies followed.

Evaluation and Assessment

This section should build on the company profile and should address the future strategies of the firm in the light of anticipated internal changes and external environmental factors.

Conclusion

The report should conclude with a brief outline of the significant differences and/or similarities between business activity in the UK and the overseas location. It should also identify the future potential for the company.

It must also contain as appendices a comment by a) a representative of the company upon which the project is based and b) the visiting tutor from UNN (if applicable) on the attitude and performance of the student undertaking the project. These comments will be considered when the report is assessed.

PREREQUISITES

None

COREQUISITE(S)

None

DISTANCE LEARNING DELIVERY

LEARNING, TEACHING AND ASSESSMENT STRATEGY

Self directed study.

IMPLICATIONS FOR CHOICE

*Please note: the information in this document is correct at the time of printing (21/05/2013) but may be subject to change.
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BA (Hons) International Business Management with Spanish: Year 4 Modules

HR0372 Culture and Organisations (CORE, 20 Credits)

SYNOPSIS OF MODULE

The rationale of the module is to develop a coherent understanding of the issues relating to theory and practical applications of cultural and organisational impacts on organisations and institutions in the global and international environment.

The module will be delivered through a combination of lectures and seminars. These will be supported by e-portal learning activities

Formative assessment will reflect assessment for learning taking the form of an class exercise linking in to the summative assessment and Students will also have access to a range of interactive resources within Blackboard - interactive quizzes and discussion boards - through which they can test and refine their understanding. The learning and teaching plan will include guidance on the objectives to be achieved within each block of study so that students can monitor their own progress.

Summative assessment will take the form of an assignment of 3000 words which links to the formative assessment undertaken in class. This will apply their learning to critically develop and implement solutions and discussions relating to the assignment. This will require them to be conversant in the application of the underpinning theory, and be competent in the manipulation and interpretation of appropriate organisational and environmental information.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Organisation:

- Clegg, S; Komberger, M & Pitsis, T. (2005). *Managing and Organizations An Introduction to Theory and Practice*. London: Sage
- Daft, Richard L. (2004). *Organization Theory and Design - 8th Ed*. Mason: Thomson South -Western
- Hatch, M.J. & Cunliffe, A (2006). *Organization Theory - Modern, Symbolic and Post-Modern Approaches*. Oxford: Oxford University Press
- Grey, C. (2005) *A very short, fairly interesting and reasonably cheap book about Studying Organizations*. London: Sage
- Huczynski, A. & Buchanan, D. (2001). *Organizational Behaviour*. An introductory Text London Financial Times/Prentice Hall
- Wilson, F.M. (2004). *Organizational Behaviour and Work: A critical introduction*. Oxford: Oxford University Press
- Hancock, P & Tyler, M. (2004). 'MOT your life': Critical management studies and the management of everyday life'. *Human Relations* 57(5) May pp 619 - 645
- Jaques, E. (1996). *Requisite Organization - 2nd Ed*. Arlington Cason Hall & Co. especially pp 1- 12, 33-42.
- Morgan, G. (2006). *Images of Organization - 3rd Ed*. London: Sage

Culture:

- Black J, Gregerson H, Mendenhall M, Stroh L (1999) *Globalising People Through International Assignments* Addison Wesley
- Deresky, H (2003) *International Management (4th ed)* Prentice Hall, New Jersey
- Dowling, P and Welch, D (2004) *International Human Resource Management*. Thompson
- Evans, P (2002) *The Global Challenge- Frameworks for International HRM* McGraw Hill
- Francesco, AM (2005) *International Organizational Behavior (2nd ed)* Pearson Prentice Hall, Harlow
- Harris, PR et al (2004) *Managing Cultural Differences (6th ed)* Elsevier, Oxford
- Harzing, AW et al (2004) *International HRM* Sage
- Hill, P X-Jian Wu and Grievies, J (2005) *Understanding management development and learning beyond the western context in Rohmetra, N, Human Resource Development: challenges and opportunities*, Anmol, New Delhi
- Jandt, FE (2007) *An introduction to Intercultural communication: Identities in a global community (5th ed)* Sage, London
- Miroshnik, V (2002) *Culture and international management: a review* *Journal of management development* Vol 21, No 7 pp521-544
- Sparrow, P et al (2004) *Globalizing HRM* Routledge
- Scarborough, J *The origins of cultural differences and their impact on management (1998)* Quorum, Westport CT

OUTLINE SYLLABUS

Organisation

- What is organisation theory
- Organisation as systems

National Culture

- National cultural differences and influences
- National cultural characteristics
- Communication across cultures

- Organisation in a cross cultural/international context
- Organisational cultural impacts in a global environment
- Organisational Structure in a global environment
- Global Leadership
- Multicultural teams
- Globalisation and ethics
- Diversity

Managing Global managers

- Cross cultural transitions- expatriates, a portable life
- Training for global operations
- Effective performance in the global marketplace

Critiques of organisation

- Gender and organisation
- Aesthetics and org

So what's special about internationalist?

AIMS OF MODULE

The rationale of the module is to develop a coherent understanding of the issues relating to theory and practical applications of cultural and organisational impacts on organisations and institutions in the global and international environment. This manifests itself particularly in relation to the challenges of the management of these organisations and institutions generally and specifically in the relationships with internal and external environments and stakeholders.

LEARNING OUTCOMES

By the end of the module students will be able to:

- a) Consider the relationship between theory and practice in their own understanding of organisations by selecting and applying relevant theories and concepts within appropriate organisational contexts in both international and domestic environments
- b) Critically assess international management from a cultural perspective and evaluate critically the major influences of culture at all levels of organisations from strategic planning and managing expatriate employees to communicating with people from varied cultural backgrounds

PREREQUISITES

COREQUISITES

DISTANCE LEARNING DELIVERY

LEARNING AND TEACHING STRATEGY

The module will be delivered through a combination of lectures and seminars. These will be supported by e-portal learning activities. The module will involve both directed and independent learning. Directed learning may include a range of activities including pre-reading, preparation for seminar activity, preparing for presentations etc. Guidance will be given on the nature of work to be undertaken either through the Learning and Teaching Plan or through specific instruction related to a particular task. Independent Learning is learning which the student identifies by pursuing areas of interest or by providing deeper or broader knowledge of the subject area, through a range of learning activities that might include reading, reflection, research etc; The module will include reference to current research activity related to the subject and, where appropriate, to that specifically carried out by staff of Newcastle Business School. The module is supported by a teaching and learning plan which outlines the process and frameworks for learning, tutor-led work, competence development, and directed learning. Independent Learning is learning which the student identifies by pursuing areas of interest or by providing deeper or broader knowledge of the subject area, through a range of learning activities that might include reading, reflection and research.

ASSESSMENT STRATEGY

- a) Formative assessment and rationale for tasks

Formative assessment will take place through group work, assignment discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions. Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

Formative assessment will reflect assessment for learning taking the form of in- class exercises linking in to the summative assessment and students will also have access to a range of interactive resources within Blackboard - interactive quizzes and discussion boards - through which they can test and refine their understanding. The learning and teaching plan will include guidance on the objectives to be achieved within each block of study so that students can monitor their own progress.

Summative assessment will take the form of an assignment of 3000 words which links to the formative assessment undertaken in class. This will apply their learning to critically develop and implement solutions and discussions relating to the assignment. This will require them to be conversant in the application of the underpinning theory, and be competent in the manipulation and interpretation of appropriate organisational and environmental information.

- b) Feedback strategy

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relating to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

This University, and the School, is constantly seeking to improve its feedback to students and will pilot new initiatives on a regular basis. When such pilots involve a deviation from above, students on modules affected will be fully advised of the revised feedback approach.

IMPLICATIONS FOR CHOICE

ML0797 Advanced Spanish Interpreting-Translation-Communication 1 (CORE, 20 Credits)

SYNOPSIS OF MODULE

A final honours module which enhances the written and spoken foreign language skills developed at level 5. It aims to enable students to perform effectively in written and spoken Spanish and develops further students' ability to critically evaluate ideas, concepts and changes in contemporary society. Students respond with an advanced degree of accuracy, fluency and confidence to complex written and spoken material related to economics, business, politics, socio-cultural issues and current affairs.

The module focuses on a variety of activities such as oral debates and presentations, essay writing in the target language, applied and general translation and liaison interpreting.

Emphasis is placed on formative assessment in semester 1 of the final year. Formative assessment forms an integral part of this module, enabling students to build towards achieving the learning outcomes in semester 2.

The module is assessed through a combination of continuous assessment (translation from English into Spanish, 50% of the module mark), and an oral examination (50% of the module mark).

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

A recent edition of a bilingual dictionary target language-English/ English-target language

Other specialist dictionaries in Library and LRC

A grammar reference book

Dossier on essay writing produced in-house

FL press and FL news broadcasts to monitor current affairs

Material on Blackboard including: translation practice, fair copies of translations, essay-writing guide, interpreting scripts

OUTLINE SYLLABUS

This module will practice and enhance students' written and oral language skills through activities including:

- * Debates and oral presentations (1 seminar a week)
- * Interpreting (1 seminar a week)
- * Essay writing (1 seminar a week)
- * Translation (1 seminar a week)

Activities will be based on authentic and contemporary sources of different genres using a variety of registers.

AIMS OF MODULE

1. To consolidate and enhance the extensive lexical and syntactical acquisitions and the oral proficiency developed at level 5, channelling students' oral fluency into specific tasks such as oral presentations and interpreting skills.
2. To enable students to deal confidently with advanced written and spoken language on a wide range of business, economic, political and current affairs issues and to improve students' awareness of and accuracy in style and register in the target language and English.
3. To practise and develop students' research skills enabling them to critically evaluate, synthesise and organise information/concepts and enable them to write accurately and cogently in the target language,
4. To enable students to deal confidently with advanced written material in the target language, developing their intercultural awareness and cultural competence, to facilitate the translation of general and applied texts covering a wide range of business, economic, political and current affairs issues.
5. To enable students to improve their ability to work in groups and to evaluate their peers' and their own performance.
6. To enhance students' ability to use e-learning, including ICTs.

LEARNING OUTCOMES

On successful completion of the module students will:

1. respond confidently, with an increased level of accuracy to complex written and spoken language, demonstrating an advanced level of oral skill in giving oral presentations and in interpreting.
2. communicate fluently and sensitively and function effectively in a variety of contexts in the foreign language, adopting language to meet unpredictable demands and accurately manipulating style and register in the target language and English.
3. research and write specialised essays in the target language which critically evaluate, synthesise and organise information related to contemporary economic, business, political and socio-cultural issues.
4. cope confidently and accurately with advanced and specialised translations, demonstrating intercultural awareness and cultural competence.
5. have acquired a wide range of transferable interpersonal skills and will be able to work effectively as a member of a team and to evaluate their peers' and their own performance.
6. demonstrate a high level of confidence in using e-learning, including ICTs.

PREREQUISITE(S)

Level 5 Core and Language and Employability modules in the target language(s)

COREQUISITIE(S)

Advanced Spanish Interpreting-Translation-Communication 2

DISTANCE LEARNING DELIVERY

LEARNING AND TEACHING STRATEGY

This module will be delivered using a combination of:

- * Seminars to develop written language skills. After an introduction to essay writing methodology, each seminar is based on a sample essay provided by one of the members of the group. All students critically evaluate the essay in advance of the seminar and contribute to the discussion.
- * Seminars to develop oral language skills, promoting interaction and active participation. Students are expected to monitor current affairs in the target language and to prepare carefully for these seminars by researching particular topics which are agreed in advance. Students also take responsibility for making a presentation at least once during the semester.
- * Seminars to develop translation skills involving group work to facilitate the interaction between home and exchange students. Weekly seminars are based on applied and general translations done by students in advance
- * Seminars to develop liaison interpreting skills involving group work to facilitate the interaction between home and exchange students. Thorough preparation of the topic areas covered, which are related to current affairs, allows students to maximise their learning.
- * Guided and independent study using electronic gateways or Blackboard for supplementary tasks and materials and the Language Resource Centre with access to off-air and web-based materials.

IMPLICATIONS FOR CHOICE

ASSESSMENT STRATEGY

The emphasis in this module is on formative assessment. Formative assessment embedded in regular week-on-week preparation including peer evaluation and guided study forms an integral part of this module.

Summative assessment takes place in the form of:

Continuous assessment:
Translation into English (50% of the module mark)

Examination:
Oral examination (50% of the module mark)

ML0799 Advanced Spanish Interpreting-Translation-Communication 2 (CORE, 20 Credits)

SYNOPSIS OF MODULE

A continuation of the semester 1 final honours module which enhances written and spoken foreign language skills. It aims to enable students to perform effectively in written and spoken Spanish and develops further students' ability to critically evaluate ideas, concepts and changes in contemporary society. Students respond with an advanced degree of accuracy, fluency and confidence to complex written and spoken material related to economics, business, politics, socio-cultural issues and current affairs.

The module focuses on a variety of activities including essay writing in the target language, applied and general translation into and out of the target language and liaison interpreting.

Formative assessment forms an integral part of this module, enabling students to build towards achieving the learning outcomes.

The module is assessed through an open book exam (essay) in the target language, 30% of the module mark; translation into and out of the target language, 35% of the module mark; and liaison interpreting, 35% of the module mark.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

A recent edition of a bilingual dictionary target language-English/ English-target language

Other specialist dictionaries in Library and LRC

A grammar reference book

Dossier on essay writing produced in-house

FL press and FL news broadcasts to monitor current affairs

Material on Blackboard including: translation practice, fair copies of translations, essay-writing guide, interpreting scripts

OUTLINE SYLLABUS

This module will practice and enhance students' written and oral language skills through activities including:

- * Translation into English (1 seminar a week)
- * Translation into the target language (1 seminar a week)
- * Interpreting (1 seminar a week)
- * Essay writing (1 seminar a week)

Activities will be based on authentic and contemporary sources of different genres using a variety of registers.

AIMS OF MODULE

1. To consolidate and enhance the extensive lexical and syntactical acquisitions and the oral proficiency developed in semester 1, channelling students' oral fluency particularly into interpreting skills.
2. To enable students to deal more confidently with advanced written and spoken language on a wide range of business, economic, political and current affairs issues and to improve further students' awareness of and accuracy in style and register in the target language and English.
3. To continue to extend students' research skills enabling them to critically evaluate, synthesise and organise information/concepts and to write accurately and cogently in the target language.
4. To develop students' ability to translate accurately from English into the target language.
5. To enable students to deal more confidently with advanced written material in the target language, developing further their intercultural awareness and cultural competence, to facilitate the translation of general and applied texts covering a wide range of business, economic, political and current affairs issues.
6. To enable students to improve further their ability to work in groups and to evaluate their peers' and their own performance.
7. To continue to enhance students' ability to use e-learning, including ICTs.

LEARNING OUTCOMES

On successful completion of the module students will:

1. respond confidently, with an increased level of accuracy to complex written and spoken language, demonstrating an advanced level of oral skill in interpreting.
2. communicate fluently and sensitively and function effectively in a variety of contexts in the foreign language, adopting language to meet unpredictable demands, and accurately manipulating style and register in the target language and English..
3. research and write specialised essays in the target language which critically evaluate, synthesise and organise information related to contemporary economic, business, political and socio-cultural issues.
4. translate accurately from English to the target language, transferring meaning in a variety of contexts.
5. cope confidently and accurately with advanced and specialised translations, demonstrating intercultural awareness and cultural competence.
6. have acquired a wide range of transferable interpersonal skills and will be able to work effectively as a member of a team and to evaluate their peers' and their own performance.
7. demonstrate a high level of confidence in using e-learning, including ICTs.

PREREQUISITE(S)

Level 5 Core and Language and Employability modules in the target language(s)

COREQUISITE(S)

Advanced Spanish Interpreting-Translation-Communication 1

DISTANCE LEARNING DELIVERY

N/A

LEARNING AND TEACHING STRATEGY

This module will be delivered using a combination of:

- * Seminars to develop written language skills. After an introduction to essay writing methodology, each seminar is based on a sample essay provided by one of the members of the group. All students critically evaluate the essay in advance of the seminar and contribute to the discussion.
- * Seminars to develop translation skills into and out of the target language involving group work to facilitate the interaction between home and exchange students. Weekly seminars are based on translations done by students in advance
- * Seminars to develop interpreting skills involving group work to facilitate the interaction between home and exchange students. Thorough preparation of the topic areas to be covered allows students to maximise their learning.
- * Guided and independent study using electronic gateways or Blackboard for supplementary tasks and materials and the Language Resource Centre with access to off-air and web-based materials.

IMPLICATIONS FOR CHOICE

N/A

ASSESSMENT STRATEGY

Formative assessment embedded in regular week-on-week preparation including peer evaluation and guided study forms an integral part of this module.

Summative assessment takes place in the form of:

Examination:

- Essay in the target language (30% of the module mark)
- Translation into and out of the target language (35% of the module mark)
- Interpreting examination (35% of the module mark)

NX0314 Dissertation (CORE, 30 Credits)

SYNOPSIS OF MODULE

This module will be taken by all continuing students pursuing an Honours Undergraduate Degree at NBS. It consists of an individual student led investigation into an applied business (or the named degree) problem or issue.

The student must choose and define the topic, research relevant information (either primary or secondary), set that information in the context of an appropriate intellectual framework, draw relevant conclusions, write up, and submit the work in approved format, target length 10,000 words.

A support lecture programme and an individual dissertation supervisor will be provided.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

All the items listed are available in the University Libraries Library Catalogue <http://librarycat.northumbria.ac.uk/TalisPrism/>

Recommendations for purchase:

- * Saunders, M., Lewis, P. and Thornhill, A. (2012). *Research Methods for Business Students*. (6th ed), London: Pearson.

Core text books:

- * Quinlan, C. (2011). *Business Research Methods*. Andover: South-Western Cengage Learning.
- * Bryman, A. and Burgess, R. (2011). *Business Research Methods*. (3rd ed), Oxford: Oxford University Press.

Supplementary text books:

- * Saunders, M. and Lewis, P. (2012). *Doing Research in Business and Management*. London: Pearson.
- * McMillan, K. and Weyers, J. (2011). *How to write Dissertations and Project reports*. (2nd ed), London: Pearson.
- * Fisher, C. (2010). *Researching and Writing a Dissertation: An essential guide for Business Students*. (3rd ed), London: Pearson Prentice Hall.
- * Drew, S. & Bingham, R. (2010). *The Guide to Learning and Study Skills*. Gower
- * Murray, N. and Beglar, D. (2009). *Writing Dissertations & Theses*. London: Pearson.
- * Cottrell, S. (2011). *Critical Thinking Skills*. (2nd ed), Palgrave Macmillan.
- * Walliman, N. (2011). *Your Research Project*. (3rd ed), London: Sage.
- * White, B. (2003). *Dissertation Skills for Business and Management Students*. Thomson
- * Girden, E.R and Kabacoff, R (2011) *Evaluating Research Articles from start to finish*. (3rd ed). London: Sage.
- * Kirton, B. (2011). *Brilliant Dissertation*. London: Pearson
- * De Bono, E (2009). *Six Thinking Hats*. Penguin Books

Recommended Journal Articles:

For examples of articles that use quantitative data analysis:

- * Robson, A., Robson, F. (2011). "Do committed employees wish to stay longer in post? - A comparison of public and private sector nurses", *Chartered Institute of Management: Top Management Articles*. <http://cmilibrary.managers.org.uk/Library/Catalogues/Summary.aspx>
- * Robson, A., Yarrow, D., Owen, J. (2005). "Does quality drive employee satisfaction in the UK learning sector?", *International Journal of Quality and Reliability Management*, 22(5), 465 - 484.

For an example of qualitative data analysis:

- * Macht, S. A. and Robinson, J. (2009). "Do Business Angels Benefit Their Investee Companies?", *International Journal of Entrepreneurial Behaviour & Research*, 15(2), 187-208.

Journals, Magazines and Newspapers:

These will vary according to the research topic (marketing, finance, HRM etc).

Recommended Databases:

You should use the library research support tools which will be discussed in the library sessions.

OUTLINE SYLLABUS

The support lecture programme will include such topics as title selection, information sources, literature review, research approaches, analysis and interpretation of data, and writing up.

AIMS OF MODULE

1. To introduce the nature of an undergraduate dissertation.
2. To identify the role and importance of the component parts of a dissertation and their relationship to each other.
3. To explore the nature of synthesis within the dissertation enabling critical application of a coherent body of knowledge to a research topic.
4. To develop student application of intellectual and transferable skills to the research process

LEARNING OUTCOMES

Students will be able to:

1. Conduct academic research involving the critical evaluation of appropriate theories and models, in a literature review, establishing a framework in which to analyse and synthesise the results of primary or secondary research.
2. To gather and analyse relevant primary or secondary data using an appropriate and justified method and to recognise the limitations of the source and the method.
3. Illustrate and document progress within the dissertation process by providing an adequate set of working papers and log book.

PREREQUISITES

NONE

COREQUISITES

NONE

DISTANCE LEARNING DELIVERY

NONE

LEARNING AND TEACHING STRATEGY

The module is supported by a teaching and learning plan which outlines the formal sessions, together with the tutor-directed study and independent reading. An interactive approach to lecture sessions will draw upon the directed learning undertaken and participants' own experiences. Throughout, the emphasis will be on high levels of participation, both individually and within small groups or teams. Participants can therefore expect the reflective-practitioner approach to learning to be embedded in all workshop/seminar sessions through undertaking activities which facilitate them to apply theory to 'real-life' situations, critically analysing and making recommendations for appropriate ways forward for the organization/individual. Directed learning will centre upon a range of activities including pre-reading, preparation for interactive activities and use of the discussion board on the e-learning platform.

Independent learning will centre upon the participants identifying and pursuing areas of interest in relation to the subject area or by providing deeper/broader knowledge and understanding of the subject through a range of learning activities that might include extended reading, reflection, research etc.

Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence.

Independent learning via a student led investigation into an applied business (or the named degree) problem or issue is the core of the learning and teaching strategy. This will include reading, reflection and research. The student will be supported in their learning by a lecture programme and individual supervision by a suitable qualified member of academic staff. The student will be given guidance as to the nature of work to be undertaken (e.g. pre-reading, preparation of tasks) in the lecture programme and by the individual supervisor. The module will include reference to current research activity related to the subject and, where appropriate, to that specifically carried out by staff of Newcastle Business School

ASSESSMENT STRATEGY

a Summative assessment and rationale for tasks

Once submitted the UG dissertation will be internally assessed independently by two academic members of staff, normally the supervisor and a second marker. A standard marking instrument will be used.

b Additional formative assessment - details of process and rationale

Formative assessment will take place through group work, assignment discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions.

Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

c Indication of how students will get feedback and how this will support their learning

Feedback on your summative performance in this module will be provided as follows:

Your assignment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relation to seminar tasks. Students should, however, be aware that formative feedback will occur in any communication with an academic tutor.

This University, and the School, is constantly seeking to improve its feedback to students and will pilot new initiatives on a regular basis. When such pilots involve a deviation from the above, students on modules affected will be fully advised of the revised feedback approach.

IMPLICATIONS FOR CHOICE

NONE

SM0374 Strategic Management and Leadership (CORE, 20 Credits)

SYNOPSIS OF MODULE

The aim of the module is to integrate learning that has taken place in previous years about the organisation and its environment and to encourage students to think strategically about how organisations can compete successfully. The module will also show how leadership is an important element of strategic change. Students will be offered the opportunity to develop their analytical and creative skills.

At the end of the module the student should be able to:

- * Critically evaluate the factors (including leadership) which underpin an organisation's success (or otherwise)
- * Use appropriate frameworks to analyse research material and draw useful conclusions

Lectures and directed reading will be used to introduce concepts and frameworks and illustrate how these are and can be applied to business organisations. Lectures will be delivered twice a week with seminars or workshops scheduled to take place every two weeks. Seminars and workshops will illustrate the application of frameworks to understand the success (or otherwise) of businesses and give opportunities to students to study academic research that underpins the frameworks.

There will be two assessments: a multiple choice examination and an individual assignment. The multiple choice exam will contribute 20% of the module mark and will examine student knowledge and understanding of material taught in lectures, seminars and workshops. The results of the exam will provide valuable formative feedback on student progress. The individual assignment will require students to research information about a company and, by using appropriate analytical tools, to explain the reasons which underpin the success (or otherwise) of the company as it competes against other businesses.

INDICATIVE READING LIST OR OTHER LEARNING RESOURCES

Balogun J & Hope-Hailey V (2007) Exploring Strategic Change (3rd edition) FT Prentice Hall
Brooks I, Weatherston J & Wilkinson G (2011) The International Business Environment (2nd edition) FT Prentice Hall
De Wit, B. & Meyer, R. (2010) Strategy: Process, Content, Context (4th edition) Andover: South-Western Cengage Learning
Johnson, G. Whittington R & Scholes, K. (2011) - Exploring Strategy (9th edition) FT Prentice Hall
Jeffs C (2008) Strategic Management, Sage: London
Mintzberg, H. Ahlstrand, B. & Lampel J. (2009) Strategy Safari (2nd edition) FT Prentice Hall
Stacey R (2011) Strategic Management and Organisational Dynamics (6th edition) FT Prentice Hall

OUTLINE SYLLABUS

The role of the strategic leader. The nature of strategic problems, strategic thinking and the context in which strategic decisions are made and implemented.
Leadership roles throughout the organisation during the management of strategic change.
Leadership styles and reflections upon approaches to leadership.
Levels of strategy: Corporate, business and operational
Organisational purpose and the assessment of the strategic position of the organisation. The nature of Competitive Advantage.
Development strategies: Growth, innovation, market development, internationalisation, diversification, integration, turnaround, consolidation, mergers & acquisitions, strategic alliances
Strategies of co-operation and collaboration

Strategy formation: Developing strategic options.
Choice - decision making under uncertainty, models and approaches.
Management of strategic change: understanding the context, operationalising strategy.

AIMS OF MODULE

The module aims to:

- 1 Encourage you to think strategically about the development of organisations
- 2 Give you the opportunity to develop your own analytical and creative skills

LEARNING OUTCOMES

At the end of the module the student will be able to:

- 1 Critically evaluate the factors (including leadership) which underpin an organisation's success (or otherwise)
- 2 Use appropriate frameworks to analyse research material and draw useful conclusions

PREREQUISITES

Students should have completed the first two years of an undergraduate business degree.

COREQUISITES

None

DISTANCE LEARNING DELIVERY

N/A

LEARNING AND TEACHING STRATEGY

The module is supported by a teaching and learning plan which outlines the formal sessions, together with the tutor-directed study and independent reading. An interactive approach to lecture sessions will draw upon the directed learning undertaken and participants' own experiences. Throughout, the emphasis will be on high levels of participation, both individually and within small groups or teams. Participants can therefore expect the reflective-practitioner approach to learning to be embedded in all workshop/seminar sessions through undertaking activities which facilitate them to apply theory to 'real-life' situations, critically analysing and making recommendations for appropriate ways forward for the organization/individual.

Directed learning will centre upon a range of activities including pre-reading, preparation for interactive activities and use of the discussion board on the e-learning platform.

Independent learning will centre upon the participants identifying and pursuing areas of interest in relation to the subject area or by providing deeper/broader knowledge and understanding of the subject through a range of learning activities that might include extended reading, reflection, research etc.

Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence.

The lectures and directed reading will be used to introduce concepts and frameworks and illustrate how these can be applied to business organisations. Lectures will be delivered twice a week with seminars or workshops scheduled to take place every 2 weeks. Seminars and workshops will illustrate the application of frameworks to understand the success (or otherwise) of businesses and give opportunities for students to study academic research that underpin the frameworks.

ASSESSMENT STRATEGY

a Summative assessment and rationale for tasks

There will be two assessments: a multiple choice examination and an individual assignment. The multiple choice exam in the second half of the module will contribute 20% of the module mark and will examine student knowledge and understanding of material taught in lectures, seminars and workshops. The results of the exam will provide valuable formative feedback on student progress. The individual assignment will require students to research information about a company and, by using appropriate analytical tools, to explain the reasons which underpin the success (or otherwise) of the company as it competes against other businesses.

b Additional formative assessment - details of process and rationale

Formative assessment will take place through group work, assignment discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions.

Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance. Participants are required to demonstrate self-reflection and reflective practice where appropriate.

There will be a blackboard based multiple choice test during the first half of the module to test student knowledge and understanding of material taught in lectures, seminars and workshops up to that point. The results of the test will provide valuable formative feedback on student progress.

c Indication of how students will get feedback and how this will support their learning

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relating to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

This University, and the School, is constantly seeking to improve its feedback to students and will pilot new initiatives on a regular basis. When such pilots involve a deviation from above, students on modules affected will be fully advised of the revised feedback approach.

IMPLICATIONS FOR CHOICE

None

SM0381 Applied Business Ethics (CORE, 10 Credits)

SYNOPSIS OF MODULE

The module examines issues relating to business ethics and the practical application of such to various functional business activities. Business ethics involves the examination of relationship between the organisations, those involved in the management of organisations and external stakeholders. Alternative perspectives will be critically examined to provide the intellectual frameworks and vocabulary to enable the student to identify their own reactions to the subject and debate their positions with peers. As well as covering how business ethics might apply to different functional activities, this module specifically addresses corporate social responsibility and corporate governance.

The module will be delivered through lectures and seminars. The assessment will build on work done by small groups of students, during and between seminars.

INDICATIVE READING LIST OR OTHER RESOURCES

Core text:

Crane, A and Matten, D 2010 Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 3rd ed. Oxford University Press

Additional reading:

Blackburn, S 2003 Ethics: a very short introduction OUP

Charkham, J and Ploix, H 2008 Keeping Better Company: Corporate Governance Ten Years On Oxford University Press

Frederick, R (ed) 2008 A Companion to Business Ethics Oxford University Press
Fisher, C. and Lovell, A. 2009. Business Ethics and Values: Individual, Corporate and International Perspectives. 3rd ed. Pearson Education Limited: Harlow, Essex.
Griseri, P. and Seppala, N. 2010. Business Ethics and Corporate Social Responsibility. CENGAGE Business Press: Andover, Hampshire.
Hamilton, S and Micklethwait A 2006 Greed and Corporate Failure Palgrave
Sandhu, M 2011, Just Business: Arguments in Business Ethics Pearson
Sternberg, E (free download available) 2004 Corporate Governance: Accountability in the Marketplace Institute of Economic Affairs
Trevino L and Nelson K 2004 Managing Business Ethics Wiley

OUTLINE SYLLABUS

1. Business ethical frameworks, including a consideration of professional ethics
2. Shareholder and stakeholder perspectives in an ethical context
3. Corporate Social Responsibility
4. Managing Business Ethics
5. Corporate Governance Mechanisms: structure, substance and purpose
6. Marketing Issues and Business Ethics
7. Suppliers, competitors and globalisation issues
8. Employees and Ethics

AIMS OF MODULE

The module aims to:

1. Provide students with an understanding of alternative frameworks relevant to an examination of business ethics;
2. Provide students with an opportunity to locate their own views with these frameworks and provide a vocabulary for appropriate debate and discussion;
3. Enable students to develop an understanding of how ethical issues arise in different functional activities
4. Examine the impact of Business ethics on the development of corporate governance structures and the extent to which ethical imperatives are reflected in those regulations
5. Examine the role, composition, responsibilities and ethical duties of the Board of directors; and
6. Provide students with an opportunity to evaluate the different responses to organisational ethical issues in the context of the claims of those outside the organisation.

LEARNING OUTCOMES

At the end of the module the student will be able to:

- a) Critically appraise UK and international organisations' approaches to ethical issues and the implications for those organisations, individuals and society in general;
- b) Critically evaluate the different responses to corporate governance and the role of governance regulations in responding to issues raised by an examination of the ethical issues impacting upon business organisations.

PREREQUISITES

None

COREQUISITES

None

DISTANCE LEARNING DELIVERY

N/A

LEARNING AND TEACHING STRATEGY

The module is supported by a teaching and learning plan which outlines the formal sessions, together with the tutor-directed study and independent reading. An interactive approach to lecture sessions will draw upon the directed learning undertaken and participants' own experiences. Throughout, the emphasis will be on high levels of participation, both individually and within small groups or teams. Participants can therefore expect the reflective-practitioner approach to learning to be embedded in all workshop/seminar sessions through undertaking activities which facilitate them to apply theory to 'real-life' situations, critically analysing and making recommendations for appropriate ways forward for the organization/individual. Directed learning will centre upon a range of activities including pre-reading, preparation for interactive activities and use of the discussion board on the e-learning platform.

Independent learning will centre upon the participants identifying and pursuing areas of interest in relation to the subject area or by providing deeper/broader knowledge and understanding of the subject through a range of learning activities that might include extended reading, reflection, research etc.

Critical reflection on knowledge, experience and practice underpins the learning and teaching philosophy along with the explicit development of competence.

Formal contact will be through lectures and seminars. Lectures will seek to achieve an understanding of the major issues raised in the module. This understanding will be further developed through seminars, directed learning and independent learning. Seminars will provide an opportunity for a detailed exploration of the subject matter. Typically seminars will be problem and case study based. Students will prepare for the seminars by completing the directed learning provided in the Teaching and Learning Plan. In addition, students will be expected to use their own information literacy skills to read around the subjects explored and examine their own level of understanding.

ASSESSMENT AND FEEDBACK STRATEGY

a Summative assessment and rationale for tasks

Assessment will be by a portfolio.

b Additional formative assessment - details of process and rationale

Formative assessment will take place through group work, discussion and reflection, discussion board activity on the e-learning platform, case study activity, and theory/practice related discussions.

Criteria will be provided to enable participants to understand what is expected of them and how they will be assessed on their performance.

Participants are required to demonstrate self-reflection and reflective practice where appropriate.

Both tutor and peer formative assessment will be encouraged in seminars. Students' discussions in small groups and tutors' feedback will provide students with an opportunity to reflect upon their understanding of the material presented in lectures, examined in seminars or encountered in the directed learning.

c Indication of how students will get feedback and how this will support their learning

Feedback on your summative performance in this module will be provided as follows: Your assessment will be returned to you with annotated comments directly related to the assessment task. You will also be provided with a written comment on actions to be taken to improve performance in assessment overall.

Formative feedback will be provided throughout the module, particularly in relation to seminar tasks. Students should, however be aware that formative feedback can, and will, occur in any communication with an academic tutor.

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IMPLICATIONS FOR CHOICE

none

*Please note: the information in this document is correct at the time of printing (21/05/2013) but may be subject to change.
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