

UCAS code: 3DJT

This handbook is published for students studying at Weston College on the above programme and is available in a range of alternative formats on request.

BAWBMF1KN

**BA (HONS) BUSINESS MANAGEMENT WITH SUSTAINABILITY**

University Centre Weston

in partnership with

Bath Spa University

Student Course Handbook

Contents

[1. Introduction 1](#_Toc527453815)

[Welcome 1](#_Toc527453816)

[Purpose of Handbook 1](#_Toc527453817)

[2. Course content 2](#_Toc527453818)

[Course Distinctiveness 3](#_Toc527453819)

[Course Structure 6](#_Toc527453820)

[3. Course Aims 7](#_Toc527453821)

[Graduate attributes 9](#_Toc527453822)

[4. Learning Environment 12](#_Toc527453823)

[Learning and Teaching Methods 12](#_Toc527453824)

[Work-based Learning 13](#_Toc527453825)

[5. How Quality is assured 13](#_Toc527453826)

[Quality monitoring and evaluation 13](#_Toc527453827)

[External examiners 14](#_Toc527453828)

[External references 15](#_Toc527453829)

[6. Module Descriptors 17](#_Toc527453830)

[7. Appendices i](#_Toc527453831)

[Appendix 1 - Marking Criteria i](#_Toc527453832)

[Appendix 2 –Policy and Procedures vi](#_Toc527453833)

# Introduction

## Welcome

Welcome to the BA (Hons) Business Management with Sustainability Degree. This course is offered in partnership between Bath Spa University (BSU) and University Centre Weston (UCW). You are a registered student at Bath Spa University and at UCW.

## Purpose of Handbook

This handbook gives you essential background information that will be of help in your studies on the BA (Hons) Business Management with Sustainability programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your Moodle account: https://moodle.weston.ac.uk/

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

# Course content

|  |  |
| --- | --- |
| Awarding institution | Bath Spa University |
| Teaching institution | University Centre Weston |
| School | College of Liberal Arts |
| Department | Bath Business School |
| Main campus | Knightstone Campus, Weston-Super-Mare |
|  | |
| Name of award(s) | Business Management with Sustainability |
| Qualification (final award) | BA (Hons) |
| Intermediate awards available | This is a top up award. A relevant foundation degree is a pre-requisite |
| Routes available | Single |
| Sandwich year | No |
| Duration of award | 1 Year (full time) 2 Years (Part-time) |
| Modes of delivery offered | Campus Based |
| Regulatory Scheme[[1]](#footnote-2) | University Centre Weston Academic Regulations |
|  | |
| Professional, Statutory and Regulatory Body accreditation | n/a |
| Date of most recent PSRB approval (month and year) | n/a |
| Renewal of PSRB approval due (month and year) | n/a |
|  | |
| UCAS code | 3DJT |
| Relevant QAA Subject Benchmark Statements (including date of publication) | Business Management February (2015) |
| Date of most recent approval | February 2016 |
| Date specification last updated | February 2016 |

## Course Distinctiveness

This challenging course will develop skills and understanding relating to the field of business management and with a particular emphasis on sustainability. It will help you in the acquisition of detailed knowledge, analysis of current business, management and sustainability concepts, and the opportunity to apply problem-solving and decision-making skills.

As part of the course you will develop the cognitive skills of critical thinking, analysis and synthesis, in both quantitative and qualitative contexts, while using a range of methods of communication. You will also display effective time-management and personal responsibility, as well as showing effective performance within a team environment.

The BA (Hons) Business Management with Sustainability consists of four modules. All modules are compulsory and, therefore, must all be passed in order to achieve the Honours Degree.

You will be expected to undertake a dissertation. As well as this, you will develop the awareness and understanding needed for effective project management. An emphasis will be placed on sustainability and related issues, reflecting the contemporary landscape of business management.

The course will be delivered by a dedicated team of lecturers, enriching the curriculum through integration of their own experiential learning and scholarship specialisms. Visiting lecturers and practitioners from a range of disciplines will contribute to the breadth of the programme. Employer engagement opportunities will occur at regular intervals across modules providing opportunity to synthesise academic concepts and industry realities, you can expect to meet with local, national and global specialists, enriching your experience.

Within the academic setting small cohorts are a defining characteristic and enable the teaching team to meet regularly with students formally and informally. The team offer an open door policy and students requiring one-to-one support have opportunity to arrange additional tutorials to clarify module content.

The following quotes have been taken from the National Student Survey (NSS) 2013, specifically from the FdA Tourism Management and FdA Business with Management programmes:

*“Everyone is helpful and provides guidance when I have required it. The tutors and lecturers respond to any needs appropriately, and provide interesting lectures, which are stimulating and enjoyable.”*

*“The support of my tutors has provided me with the confidence to pursue my career plans. The College has given me the opportunity to get the very most out of myself and my studies”*

*“The degree opens so many doors and the quality of teaching at the College is fantastic. The College has all the facilities required for very effective learning along with excellent and knowledgeable tutors.”*

****

Figure : Framework for Higher Education Qualifications

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting local, national and global industry. Its vocational focus allows students to spend a significant amount of time within the workplace in order to gain experience, manage a variety of small projects and develop a range of skills. A vocational approach is underpinned by academic theory and industry standards which allow students to assess situations, make comparative judgments and suggest a range of alternative approaches. The modules have been designed to deliver a balance of theory and practical experience, key aspects and knowledge of sustainability within industry are of central importance.

### Link Tutor

Each programme has an identified link tutor from its validating partner University whose role it is to support the UCW team and students. The link tutor for your programme is Darren Hoad:

|  |  |  |
| --- | --- | --- |
| Name | Email | Tel |
| Darren Hoad (outgoing – new link tutor tbc) | Business Management and Creative Tourism Lecturer  [d.hoad@bathspa.ac.uk](mailto:d.hoad@bathspa.ac.uk) |  |

## Course Structure

| **Full time** | | | |
| --- | --- | --- | --- |
| **Level** | **Title** | **Credits** | **Code** |
| 6 | Dissertation | 40 | MBMS40D13C |
| 6 | Project Management | 40 | MBMS40D13B |
| 6 | Contemporary Issues in Business | 20 | MBMS20D13A |
| 6 | Sustainability Management | 20 | MBMS20D13D |

**If you are using the electronic version please click on the module title for the full module descriptors for each unit.**

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). “Study hours” includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module

# Course Aims

The aims of the course are to:

1. Develop a wide range of academic skills, and consolidate business knowledge, that are transferable, encourage personal responsibility, leadership, and entrepreneurship leading to enhanced employability.
2. Create socially and environmentally responsible future business leaders who can articulate the importance of sustainability in relation to the work environment and respond to future business challenges.
3. Enable the analysis of organisations covering the public, private and not–for-profit sectors with specific reference to business ethics and sustainability.
4. Critically reflect on, and investigate, the functions of business, organisations and management, to appreciate the challenges faced in developing sustainable business practices on a local, national and international business environment.
5. Devise and sustain arguments and/or solve problems using aspects of current research in organisational management, business ethics and corporate and social responsibility as a global citizen

On completion of the course, students will demonstrate the following attributes and capabilities:

**Programme Intended Learning Outcomes (ILOs)**

A Subject-specific Skills and Knowledge

A1 Critically engage with complex business management and sustainability concepts through the exploration of key debates, strategies, tools and techniques

A2 Evaluate the role of governance, strategic level management and leadership with the sustainable business environment.

A3 Critically evaluate appropriate project management concepts and apply them in a real time professional situation

A4 Be able to select and critique different research methodologies and practices, leading to an appreciation of a range of theoretical perspectives, and how to apply research to real-life scenarios.

A5 Be able to identify key aspects of the subject discipline that are relevant to effectively inform decision-making.

A6 Evaluate and critically analyse the contemporary nature of the global economy, alongside business innovation and development.

B Cognitive and Intellectual Skills

B1 Cognitive skills of critical thinking, analysis and synthesis. Evaluate statements and be in a position to critically analyse their validity.

B2 Effective problem solving and decision making skills within both qualitative and quantitative contexts.

B3 Gather, organise, synthesise and assimilate information from a variety of sources to fully inform the processes of research, self-evaluation and critical analysis.

C Skills for Life and Work

C1 Autonomous learning[[2]](#footnote-3) (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts

C2 Team working skills necessary to flourish in the global workplace, with an ability both to work in and lead teams effectively

C3 Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences

C4 IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies

## Graduate attributes

|  |  |  |
| --- | --- | --- |
|  | Bath Spa Graduates… | In Business Management with Sustainability, we enable this… |
|  | Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams | By embedding both project management and contemporary issues (that concentrates on Globalisation) within the course and having to complete a foundation degree prior to entry onto the course. We believe that students will be able to both succeed and flourish within the market place. |
|  | Will be able to understand and manage complexity, diversity and change | We believe that business management in a globalised society is about change and we will challenge students to change and develop their ideas, attitudes, skills and knowledge as part of the course. |
|  | Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners | We believe that working in both an innovative and creative way to solve problems and project management issues will enable students to explore their own creativity and the creativity of others. |
|  | Will be digitally literate: able to work at the interface of creativity and technology | We aim to build your existing skills as a ‘digital learner’ so that you can benefit from technology to its fullest extent. You will become a confident user of digital technologies in your own learning by working extensively with Moodle (our virtual learning environment) on all modules. Students will have the opportunity to explore digital technologies. |
|  | Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas | Business Management and Sustainability enables students to understand and engage with business issues both within in the UK and on a global basis. The curriculum presents an international perspective on both global and sustainability issues.  Students will have the opportunity to participate in international placements and study visits associated with the modules as well as having guest speakers with an international focus. |
|  | Will be creative thinkers, doers and makers | This course enables your knowledge and understanding of education, but it also gives you opportunities, through placements, study visits and creative assessments, to develop your practice and your professionalism. |
|  | Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy | The development of critical thinking skills are embedded within the curriculum. Debates are used to both discuss and identify solutions to both business and sustainability issues that businesses face in a globalised economy.  The modules will encourage you to consider issues from a range of perspectives and will develop your skills to express your ideas clearly in oral and written form. You will also develop skills to understand, critically assess and conduct educational research. |
|  | Will be ethically aware: prepared for citizenship in a local, national and global context | We believe that business is about change and we provide students with opportunities to develop your personal values and beliefs about business practice both locally and in a global context. Students will rigorously examine and defend these values against a framework of ethical behaviours. Students will also have the opportunity to consider the ethics of educational research. |

# Learning Environment

## Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

* Lectures
* Seminars
* Experiential learning
* Reflective learning
* Skills practice
* Group work and group discussions
* Workshops
* Fieldwork
* Supervised studio/lab-based activity
* Case studies
* Student presentations
* Information and communications technology (ICT) based activities
* Visiting speakers/expert practitioners will be used during the programme

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

## Work-based Learning

Within the programme you will participate within a range of individual and group activities enabling you to develop an awareness and understanding of contemporary industry skills and graduate requirements / capabilities. Opportunities to demonstrate your capabilities will be provided via formative and summative assessment. Additionally you will have opportunity to participate within group seminars and undertake employer engagement with industry specialists, within the academic setting. On completion of the academic programme you will

* Have developed personal, interpersonal and transferable skills that can be used in different working environments.
* Have developed a personal style of independent learning.
* Communicate ideas and initiatives to others and be able to debate relevant issues.
* Demonstrate good IT and communication skills.
* Be a valued member of a team and work collaboratively with others.
* Manage workload and time effectively.
* Have improved self-confidence, self-awareness and reflection on practice.
* Understand the requirement for a career in business, management or sustainability.
* Development of the concept of global citizenship.

# How Quality is assured

## Quality monitoring and evaluation

The programme you are studying was approved by Bath Spa University. As part of the approval process it was assured that

* the content of the programme met national benchmark requirements;
* the programme met any professional/statutory body requirements; and
* the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

* external examiner reports (considering quality and standards);
* statistical information (considering issues such as the pass rate); and
* student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

## External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

* To ensure the standard of the programme; and
* To ensure fairness and equity.

The external examiner for your programme:

|  |  |  |
| --- | --- | --- |
| Name (including prefix e.g. Dr.) | Role in institution | Name of institution |
| Dr Josie Kinge  (BA, PhD) | Course Leader BSc. Business Management - Lecturer- Human Resource Management  Editorial board: Interdisciplinary Perspectives on Equality and Diversity. An International Journal. | University of East Anglia |

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University’s response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Moodle.

## External references

The following methods are used for gaining the views of other interested parties:

* Feedback from former students;
* Employers.

# Module Descriptors

**MODULE DESCRIPTORS**

|  |  |  |
| --- | --- | --- |
| Code | MBMS20D13A | |
| Title | Contemporary Issues in Business | |
| Subject area | Business Management with Sustainability | |
| Pathway | BA (Hons) Business Management with Sustainability | |
| Level | 6 | |
| Credits | 20 Credits | |
| Contact time | 39 hours | |
| Pre-requisites | Nil | |
| Acceptable for | BA (Hons) Business Management with Sustainability | |
| Excluded combinations | Nil | |
| Core/Optional | Core | |
| Module Leader | Jason Hillyerd | |
| Description & Aims | | |
| The aim of this module is to enable students to gain a critical understanding and appreciation of the issues that can have an impact on business and management in the global economy. The module will allow students to explore and assess the impact on organisations operating at the local, national, international and global level. Students will be able to demonstrate understanding of corporate social responsibility, diversity, business innovation and enterprise development. | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| Drawing upon previous study, knowledge, skills and experiences, students will be able to apply and critique contemporary management thinking, academic concepts, and business models.  The syllabus will include:   * Globalisation and impact * Environmental issues * Social change and corporate social responsibility * Impact of new technology on the business operating environment * New styles of leadership and management within a changing business landscape * Business challenges- striving to be different, the growth of niche markets.   The syllabus will facilitate and embed deeper-level critical thinking and understanding of the subject matter covered in the module.  The learning methods for this module will consist of formal lectures, group seminars, use of guest speakers and lecturers, and case studies. Students will be expected to undertake independent background research and reading to enhance their understanding of the module. | | |
| Intended Learning Outcomes | | How assessed\* |
| On completing this module students will demonstrate:   * The ability to assess, analyse and reflect upon the current business environment, identifying potential new developments for a given market. * Capacity to critically examine the importance of new styles of leadership when managing on a local, national and global level. * The exploration and understanding of the impact of social, ethical and technological factors upon contemporary business operation practices. * The skill in evaluating the factors that have driven the growth of new and emerging markets whilst assessing their impacts. | | A, B,  A, B, C,  A, B, C,  A, B, |
| Assessment Scheme | | Weighting % |
| 1. Formative assessment- local, national and international case studies, small group seminars, class discussion/ debate   Summative Assessment   1. Essay (3000 words) 2. Presentation (2000 words) | | 60%  40% |
| Reading Lists/Key Texts & Websites | | |
| **Key Texts**  Aycan,Z., Kanungo, R.N. and Mendonca, M. (2014) Organizations and Management in Cross-Cultural Context. London: Sage Publications.  Dicken, P. (2011) *Global Shift Mapping the Changing Contours of the World Economy*. 6th Ed. London: Sage.  Schedlitzki, D. and Edwards, G. (2014) *Studying Leadership*. London: Sage Publications.  Wetherley, P. and Otter, D. (2014) *The business environment: themes and issues in a globalising world.* 3rd Ed. Oxford: Oxford University Press  **Other Texts**  Chandler, D. (2014) *Strategic Corporate Social Responsibility Stakeholders, Globalization, and Sustainable Value Creation.* 3rd Ed. London: Sage*.*  Coles, T. and Hall, M. (2008) *International business and tourism: global issues and contemporary interactions.* Abingdon: Routledge.  McCall, J.J. and Desjardin’s, J.R. (2004) *Contemporary issues in business ethics*. Belmont: Wadsworth Cengage Learning.  Parsons, E. and Maclaran, P. (2009) *Contemporary issues in marketing and consumer behaviour.* London: Butterworth Heinemann.  Johnson, D and Turner, C (2010) *International business themes and issues in the modern global economy.* Abingdon: Routledge  **Journals/Websites**  <http://www.100thoughts.hsbc.co.uk/downloads/HSBC-future-of-business-report.pdf>  <http://www.kpmg.de/docs/expect-unexpected.pdf>  <http://www.unprme.org/resource-docs/leadershipinarapidlychangingworld.pdf> | | |
| Learning Resources | | |
| Students must submit all written work in a word-processed format and submit it electronically via ‘Turn-it-In’.  All electronic resources will be available along with additional reading on Moodle. Students can also use HE Library Plus for electronic books and Ebsco Host for extra reading materials. | | |

|  |  |  |
| --- | --- | --- |
| Code | MBMS40D13B | |
| Title | Project Management | |
| Subject area | Business Management with Sustainability | |
| Pathway | BA (Hons) Business Management with Sustainability | |
| Level | 6 | |
| Credits | 40 | |
| ECTS\* | 20 | |
| Contact time | 78 hours | |
| Acceptable for | BA (Hons) Business Management with Sustainability | |
| Excluded combinations | None | |
| Core/Optional | Core | |
| Module Co-ordinator | Dominic Male | |
| Description and Aims | | |
| The aim of the module is to develop a commercial awareness and understanding of the role of project management within the business environment. The module will allow students to develop their skill sets through real time scenarios developing the under pinning knowledge of effective commercial management and project coordination. Students will be expected to demonstrate relevant project management techniques and team working skills with an application of industry-recognised methodologies. | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| The module is designed to incorporate a holistic, integrative approach to this multi-disciplinary subject. The choice of topics and theoretical concepts reflects the dynamics of the project management discipline embracing the current research activity, literature, emerging management theory and concepts, as well as contemporary cross-industrial application and practice. In addition to its focus towards examining conventional wisdom, emerging paradigms of management of projects, and the empirical evidence. This helps students acquire the awareness and understanding of where project management fits within general management processes and other aspects of organisational life.  Key syllabus will include:   * The application of the Business Case throughout the life-cycle of a project and the responsibilities involved. * How to identify, analyse and distinguish between appropriate and inappropriate application of the Business Case throughout the life-cycle of a project scenario. * Project management methodology, processes and techniques * Through analysis how to develop the skills to identify and distinguish between appropriate and inappropriate use of the method/guidance for a given scenario situation * The concept of project life cycle * Development of communication and presentation skills combined with reflective practice.   Learning methods will include lectures, seminars, guest speakers and case studies, which will support the module, key learning outcomes and assessment criteria. Seminars will focus on the key themes and issues identified in the outline syllabus.  Comprehensive materials that support the module are on Moodle in order to facilitate an effective learning experience both in the classroom and through individual student reflection.  The coursework provides each student with the experience of working on and managing a “real-time” project where they are required to critically evaluate the project performance. The report is based on a topic relevant to project management theory and practice. | | |
| Intended Learning Outcomes | | How assessed\*\* |
| On completing this module students will demonstrate:   * The ability to critically evaluate the commercial viability of the proposed business case and demonstrate the ability to critically analyse financial information. * An in-depth understanding of the dynamics of the project management discipline, and its emerging applications in contemporary organisations. * The application of project management methods and techniques, and critically appraise the applicability of those methods to a variety of project situations. * The ability to critically evaluate projects in a practical context and apply the knowledge, skills and techniques to analysing and solving practical problems typically arising in project situations. | | A, B, D  A, C, D  A, C, D  A, C, D |
| Assessment Scheme | | Weighting % |
| 1. Formative assessment- small group seminars, class discussion/ debate, Milestone Reviews   Summative:   1. Academic Poster (1500 words) 2. Individual Portfolio (7000 words) 3. Reflective Journal (1500 words) | | 15%  70%  15% |
| Reading Lists/Key Texts & Websites | | |
| **Key Texts**  PRINCE2. (2009) *Manual: Managing Successful Projects with PRINCE2*. 2009 Ed. Office of Government Commerce, London: Stationary Office Books.  **Other Texts**  Atkinson, R. (1999) *‘Project management: cost, time and quality, two best guesses and a phenomenon, it’s time to accept other success criteria’*. International Journal of Project Management 17 (6), pp.337-342.  Asadullah Khan. (2006) ‘*Project Scope Management’*, Cost Engineering 48, (6), p. 12  Boddy, D. & Paton, R. (2004) *‘Responding to competing narratives: Lessons for project managers’*. International Journal of Project Management, 22(3), 225-233.  Gilles Garel (2013)  *‘A history of project management models: From pre-models to the standard models*’, International Journal of Project Management  Pinto, J.K. (2013) *Project Management: Achieving Competitive Advantage*. 3rd Ed. Boston: Pearson Education.  Atkinsona, R., Crawford, L. and Ward, S. (2006) ’*Fundamental uncertainties in projects and the scope of project management’*. International Journal of Project Management, 24 (8).  Turner, R. and Müller, R. (2003) ‘*On the nature of the project as a temporary organization*’ International Journal of Project Management 21 (2003) pp.1-8.  White, D. and Fortune, J. (2002) ‘*Current practice in project management — an empirical study*’. International Journal of Project Management 20 (1), pp.1-11.  Young, M. and Conboy, K. (2013) ‘*Contemporary project portfolio management: Reflections on the development of an Australian competency standard for project portfolio management’*, International Journal of Project Management, 31(8), pp.1089-1100.  **Journals**  International Journal of Project Management  Project Management Journal  The Journal of Modern Project Management  **Websites**  http://www.prince-officialsite.com/  http://www.apm.org.uk | | |
| Learning Resources | | |
| Students must submit all written work in a word-processed format and submit it electronically via ‘Turn-it-In’.  All electronic resources will be available along with additional reading on Moodle. Students can also use HE Library Plus for electronic books and Ebsco Host for extra reading materials. | | |

|  |  |  |
| --- | --- | --- |
| Code | MBMS40D13C | |
| Title | Dissertation | |
| Subject area | Business Management with Sustainability | |
| Pathway | BA (Hons) Business Management with Sustainability | |
| Level | 6 | |
| Credits | 40 Credits | |
| Contact time | 78 hours | |
| Pre-requisites | nil | |
| Acceptable for | BA (Hons) Business Management with Sustainability | |
| Excluded combinations | nil | |
| Core/Optional | Core | |
| Module Leader | Angela Midgley | |
| Description & Aims | | |
| The aim of the module is to provide students with the opportunity to undertake independent research on a topic that is of interest to them and related to sustainability. It will enable students to demonstrate their understanding of different theoretical perspectives, to critically assess the relevance of their application to the chosen topic and to develop the ability to undertake different analytical techniques and methods that are relevant. It has a maximum of 10,000 words, which will allow them to demonstrate a high level of research, analytical and presentation skills. The topic must be agreed with the tutor/supervisor and students can expect tutor support throughout the research process. | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| Outline Syllabus   * Selecting and developing a topic area- setting questions, aims and objectives * Research planning and design * Literature review/ research strategies and methodologies * Data collection and analysis * Linking research outcomes to current theory and practice * Seeking ethical approval * Presenting your dissertation.   During the first part of the module there will be a number of workshops to introduce the dissertation, covering a number of areas. After commencement of the module, students will then conduct independent study and will have one to one tutorials (with a designated dissertation supervisor) to check progress through the duration of the module. | | |
| Intended Learning Outcomes | | How assessed\* |
| On completing this module, students will demonstrate:   * Ability to design a robust research proposal consisting of a programme of research, data collection and analysis as well as analysing the key implications and ethics inherent to the chosen topic area. * An extensive knowledge and critical understanding of the chosen topic. * Capacity to produce an in- depth literature review which is critical of academic research which has already been conducted. * Ability to independently locate and analyse data from a number of available sources and manage and apply that data using appropriate analytical methods relating back to current theory and practices. * The ability to produce a dissertation which conforms to the convention of academic writing which clearly shows coherent presentation and a high standard of literacy. | | A B  B  A, C  C  C |
| Assessment Scheme | | Weighting % |
| 1. Formative assessment- small group seminars, class discussion/debate.   Summative:   1. Research Proposal- 2,000 words 2. Dissertation- 8,000 words | | 20%  80% |
| Reading Lists/Key Texts & Websites | | |
| **Key Texts**  Bryman, A. and Bell, E. (2011) *Business research methods*. 3rd Ed. Oxford: Oxford University Press.  Fisher, C. (2010) *Research and writing a dissertation: an essential guide to business students.* Harlow: Prentice-Hall.  Lee, N. (2008) *Doing business research: a guide to theory and practice.* London: Sage.  Quinlan, C. (2011) *Business research methods.* Andover: South Western Cengage Learning.  Saunders M., Lewis, P. and Thornhill, A. (2012) *Research methods for business students.* 6th Ed. Harlow: Financial Times: Prentice Hall.  Sekaran, U. and Bougie, R. (2013) *Research methods for business: A skill-building approach.* 6th Ed. Chichester: John Wiley & Sons ltd.  Walliman, N. (2013) *Your undergraduate dissertation: the essential guide for success.* 2nd Ed.London: Sage. | | |
| Learning Resources | | |
| Students must submit all written work in a word-processed format and submit it electronically via ‘Turn-it-In’.  All electronic resources will be available along with additional reading on Moodle. Students can also use HE Library Plus for electronic books and Ebsco Host for extra reading materials. | | |

|  |  |  |
| --- | --- | --- |
| Code | MBMS20D13D | |
| Title | Managing Sustainability | |
| Subject area | Business, Management and Sustainability | |
| Pathway | BA (Hons) Business Management with Sustainability | |
| Level | 6 | |
| Credits | 20 | |
| Contact time | 39 hours | |
| Pre-requisites |  | |
| Acceptable for | BA Business Management with Sustainability | |
| Excluded combinations | No combinations | |
| Core/Optional | Core | |
| Module Leaders | Charmaine Hale-Lynch | |
| **Description & Aims** | | |
| This module examines the complexities and dimensions of sustainability in relation to the corporate environment in national, international and global contexts. The module aims to develop and enhance students understanding of:   * The global challenges faced within business operations and key issues in maintaining a sound environment. * The key social-cultural, environmental, political and economic impacts within business operations at a local, national and international level. * Key sustainability challenges in the areas of globalisation, leadership and management, governance and ethics, change and diversity, limited resources and technology. * The skills and knowledge needed to implement and manage sustainable practices within organisations. | | |
| **Outline Syllabus & Teaching & Learning Methods** | | |
| This module explores sustainability practices within a business and the business environment in which it operates. It encourages students to examine key areas of sustainability and the challenges that organisations face.  The syllabus will include:   * Definitions of sustainability. * The sustainable development agenda and associated contemporary challenges. * Consequences of present Business practices and systems on the achievement of sustainability. * Key political, socio-cultural, environmental and economic impacts within business operations at a local, national, regional and global level. * Core sustainability challenges confronting businesses; globalisation, change and diversity, limited resources, social responsibility and ethics, corporate governance and leadership. * Resource depletion: energy gaps and crises: Business and energy use. * Methods of managing and implementing sustainability into a business using different tools, models and initiatives. * Future challenges of sustainability in the business environment and potential legislation that is required to further develop sustainability practices.   Learning methods will include lectures, seminars, guest speakers and case studies, which will support the module, key learning outcomes and assessment criteria. Seminars will focus on the key themes and issues identified in the outline syllabus. | | |
| **Intended Learning Outcomes** | | **How assessed\*** |
| On completing this module, students will demonstrate:   * Ability to critically analyse key sustainability definitions, theories and concepts and identify the importance of incorporating sustainable practices within the business. * Ability to critically assess the key sustainability challenges facing businesses in today’s society looking at key external factors including economic, environmental, legal, ethical, technological, political and socio-cultural factors. * Capacity to examine sustainable products and processes, strategy and operations within the business environment at a local, national and international level. * Ability to critically evaluate the actions and performance of an organisation in relation to corporate social responsibility, business ethics and sustainability. | | A, B, C,  A, B,  A, B, C  A, B, C |
| **Assessment Scheme** | | **Weighting %** |
| 1. Formative assessment will include:   Seminars, case study analysis, and class discussions/debates.  Summative assessment   1. B. Research Article (3000 words) 2. C. Examination 2 hours (2000 words) | | 60%  40% |
| **Reading Lists/Key Texts & Websites** | | |
| **Key Texts**  Robertson, M. (2014) *Sustainability Principles and Practice.* London: Routledge.  Wells, P.E. (2013) *Business Models for Sustainability.* Cheltenham: Edward Elgar Publishing Limited.  Wheelan, T.L. and Hunger, J.D. (2009) *Strategic Management and Business Policy- Achieving Sustainability.* 12th Ed*.* London: Pearson.  Young, S.T. and Dhanda, K.K. (2012) *Sustainability- Essentials for Business.* Sage: London.  **Other Texts**  Blowfield, M. (2012) *Business and Sustainability.* Oxford: University of Oxford Press.  Carroll, A.B. and Buchholtz, A.K. (2011) *Business and Society: Ethics, Sustainability and Stakeholders Management*. Mason OH: South-Western Cengage Learning.  Crane, A. and Matten, D. (2009) *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalisation.* 3rd Ed*.* Oxford: Oxford University Press.  Werbach, A. (2011) *Strategy for Sustainability: A Business Manifest.* Boston: Harvard Business School.  Weybrecht, G. (2011) *The Sustainable MBS: A Business Guide to Sustainability.* Chichester: John Wiley & Sons.  Wheelan, T.L. and Hunger J.D (2011) *Concepts in Strategic Management and Business Policy: Towards Global Sustainability.* 13th Ed*.* Harlow: Prentice Hall.  **Journals**  Hamann, R. (2012) *‘The Business of Development: Revisiting Strategies for a Sustainable Future*’. Environment Magazine*,* 54, (2): 18-29.  Kumar, S.S, (2013). ‘*Strategic Adaption: A Key to Sustainable Business Growth’*. Advances in Management*,* 6, (7): 8-14.  Makipere, K. and Yip, G. (2008). ‘*Sustainable leadership’*. Business Strategy Review*,* 19, (1): 64-67.  **Other journals:**  Ecological economics  Environmental and resource economics  Corporate and social responsibility  Environmental management  Sustainable development  **Websites**  Environment Agency Sustainability <http://www.environmentagency.gov.uk/business/news/143854.aspx>  The Guardian- Sustainable Business <http://www.theguardian.com/sustainable-business>  Sustainable Business Partnership <http://sustainablebusiness.org.uk/> | | |
| **Learning resources** | | |
| Students must submit all written work in a word-processed format and submit it electronically via ‘Turn-it-In’.  All electronic resources will be available along with additional reading on Moodle. Students can also use HE Library Plus for electronic books and Ebsco Host for extra reading materials. | | |

# Appendices

## Appendix 1 - Marking Criteria

Marks will be allocated using the following qualitative guidelines:

Set out below are a set of standard marking criteria. Marking criteria in individual modules will be based on these.

|  |  |  |
| --- | --- | --- |
| Grade | Indicative Marks | Criterion |
| Working upwards from a pass | | |
| D | 40 – 43 | A third  Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions. |
|  | 44 – 47 | A middle third  Work of satisfactory quality which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focused. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically. |
|  | 46 - 49 | A high third  Work of a satisfactory standard demonstrating a reasonable level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the level concerned. |
| C | 50 - 53 | A lower second  Work of sound quality which contains most, but not all, of the C grade characteristics for the level concerned. |
|  | 54 - 56 | A good lower second  Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources |
|  | 57 - 59 | A high lower second  Work which clearly fulfills all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight. |
| B | 60 - 63 | An upper second  Work of good quality which contains most, but not all, of the B grade characteristics for the level concerned. |
|  | 64 - 66 | A good upper second  Work of good quality which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline-related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources. |
|  | 67 - 69 | A high upper second Work which clearly fulfills all the criteria of the B grade for the level concerned, but shows greater insight and/or originality. |
| A | 71 - 73 | A first  The qualities of an A grade but with more limitations. Work of very good quality which displays most, but not all, of the A grade characteristics for the level concerned. |
|  | 74 – 76 | A good first  Work of distinguished quality which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline-related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident. |
|  | 77 - 79 | An excellent first  Work which fulfills all the criteria of the A grade, but at an exceptional standard for the level concerned. Substantial originality and insight, very few minor limitations. |
|  | 80 - 100 | An outstanding first  Work of outstandingly high quality and originality. |
| Working downwards from a fail | | |
| F | 35 - 39 | A bare fail Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned. |
|  | 20 - 34 | A fail Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the level concerned |
|  | 0-19 | A bad fail Work of very poor quality, which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the level concerned. |
|  | 0 | |  | | --- | | Nothing submitted.   * Extension not agreed before due date; or work containing nothing of any relevance or merit. * Late submission; too late to be marked. * Work failed pending decision about unfair practice. | |

## Appendix 2 –Policy and Procedures

Policies relating to HE Students can be found on Moodle at:

<https://moodle.weston.ac.uk/mod/glossary/view.php?id=93970>

1. This should also be read in conjunction with the University’s Qualifications Framework [↑](#footnote-ref-2)
2. [↑](#footnote-ref-3)