

Course Information Sheet

BSc (Hons) Business Management

Mode and course length – Full-Time (4 years)

Location – ARU Cambridge Campus

Awarding Body – Anglia Ruskin University. As a registered Higher Education provider Anglia Ruskin University is regulated by the Office for Students.

Overview

You want a solid foundation in business, a place you can kick off from when the time is right, to be ready for anything. You'll know when you're ready, because you're perceptive like that. This course is made for you, made for giving you meaningful exposure to real businesses - the ones who want you to become a graduate they can employ.

Employers look for business graduates with a range of solid, relatable skills, like you. Our Business Management degree combines knowledge and awareness of current issues such as globalisation, sustainability and social change, meaning you'll understand the factors affecting businesses.

Study with us and by exploiting our links with businesses in the rapidly growing Cambridge and wider area, you can build on your network for when you graduate. And when you do graduate, it will be with a sound appreciation of management practice, including human resources, marketing, accounting and finance, and information management. By using mock interviews to grow your confidence and help you figure out how to approach the job market, you'll be developing the interpersonal skills demanded by employers

Course Delivery

Our courses are delivered through teaching and learning methods which provide students with the widest possible exposure to a modern and innovative higher education experience.

These methods vary and could include attendance at lectures and seminars, undertaking laboratory exercises or work-based activities, practical work, performances, presentations, field trips, other relevant visits and e-learning through Canvas, our online learning management system.

Each course is divided into a number of 'modules' which focus on particular areas, each of which has a specific approach to its delivery. This information is published to students for each module they take via the Module Definition Form (MDF) and Canvas.

Assessment

You can expect an interesting mix of coursework, essays, exams and activity-based assignments. Your coursework could include problem-solving activities, consultancy projects, presentations and group or individual reports. You'll also be able to access support materials supported by materials accessed through our virtual learning environment. All assessment is designed to allow you to demonstrate what you've learned, and to make sure you're developing the knowledge and skills you need to complete the course.

Fees

Information about your course fee including any annual fee increases or deposits (if required) can be found in your offer letter.

Modules

Core Modules

Year 1: Foundation in Business

This module will provide students with the necessary skills to begin studying at level 4 in courses related to Business, Accounting, Finance, Marketing, Tourism and Economics.

Students will be introduced to the core skills necessary to succeed in higher education, including thinking critically, researching and referencing appropriately, demonstrating appropriate numeracy and ICT skills, and communicating effectively verbally and in writing.

Students will also be introduced to specific concepts related to their degree programmes including the functions of a business, business law, ethics and intercultural studies. Real-world applications of these theories in business will be highlighted, and students will practice applying the theory to case studies.

The module is made up of the following 8 constituent elements:

- Interactive Learning Skills and Communication (ILSC)
- Information Communication Technology (ICT)
- Critical Thinking
- Core Maths
- Ethics
- Intercultural Studies
- Business Law
- Introduction to Business

Year 2: Academic Skills

This module aims to equip the student to function effectively as an independent self-learner within the higher education learning environment, with specific reference to the area of business management. Students will be introduced to the learning context and the responsibilities of the individual learner within higher education.

Students during the course will be encouraged to develop both practical skills and academic skills central to undergraduate business degree programmes. These will include: reading and note taking, critical analysis, critical writing, essay writing, reporting writing, problem solving, referencing, preparing for exams, and managing their time effectively. Furthermore, students will improve their use of information technology and associated software packages, improve their presentation skills, and develop basic business analysis and data interpretation skills, both individually and in teams. Students will also be introduced to the importance of personal reflection and increasing their effectiveness as independent self-learners. The module will be delivered using a team-based learning approach.

Year 2: Principles of Marketing

Principles of Marketing is a module which presents first year students with a foundation in the core theories and models of marketing, from a bottom-up perspective. The module instils in students an understanding of how marketing operates as a key functional area within business and how it critically interacts with other areas such as accountancy, human resource management and business management. The emphasis of the module is upon examining the role that marketing management can play in implementing and controlling the marketing mix processes. Alternative approaches in the use of the marketing mix will be discussed, analysed and evaluated looking at both the short and long-term organisational and market demands. The module takes examples from a diverse range of sectors from Fast Moving Consumer Goods, to the Third Sector and Arts organisations. In tandem the module takes a critical view of marketing and examines the ethical challenges of marketing along with the role which marketing can play in either aiding or stymying sustainability.

The module will consist of twelve one hour lectures supported by weekly two hour seminars. Lectures will disseminate the theory underlying marketing principles whilst seminars will be more interactive and allow students to apply the theory in group activities. Seminars will also be utilised for practising and refining the models and theories.

Year 2: Economics for Managers

This module is an introductory economics course designed for students with either no background in economics or those with A-level/Higher/High School diploma in economics. It provides an introduction to the fundamentals of economics and focuses on applying key insights to business and management applications. Due to the nature of modern economics the approach of the

module is necessarily analytical, but the analysis is non-technical and relies on verbal reasoning and graphical methods. Wherever possible real world examples will be used to illustrate economic principles. The first part of this module focuses on microeconomics - the decisions and behaviour of individuals and firms, and of government within a single industry. The economic principles underlying the determination of price and output, firm costs, industrial structure and market failures are outlined. The second part of the module focuses on macroeconomics - the economy at aggregated national and international levels - and its impacts on business behaviour. We will cover the key macroeconomic variables, how they influence business activity and government macroeconomic policy.

Year 2: Introduction to Organisations and Management

Management in practice comes down to support people to work effectively in different organisational contexts. Regardless of your technical area, type of organisation or job position, to get your work done you will need to manage your relationships with colleagues, managers, subordinates and customers. This module aims to increase your ability to analyse the human side of management and diagnose problems affecting performance and organisational effectiveness. Specifically, we will equip you with knowledge and skills to understand how people and organisations function in individual, group and organisational levels based on the latest academic evidence on topics such as motivation, leadership, teams, organisational structure and culture. Finally, we aim to inspire you to value and continuously use the best available academic evidence on effective management of people and organisations throughout your career.

Year 2: Contemporary Issues in Work and Society

Contemporary workplaces are increasingly complex: workers' roles are multifaceted and often difficult to define. As a result, supporting, developing and managing people at work is becoming more demanding. This module addresses this challenging context by considering work as consisting of the dynamics between people, work and society, and will encourage students to be critical by exploring theories and workplace practices through the lens of sociology and social-psychology. This module will explore the nature of work and society and will draw on theories associated with the nature of work, organisation and management to locate the changing nature of work in an historical, social and cultural context. There will be an historical and critical review of schools of thought and key writers, which will introduce students to the tradition of social science theory and practice. The module will encourage students to think about issues associated with class, gender, ethnicity and identity and how these are linked to the notion of 'work'. Students will be able to explore what 'work' means; why do people work; and what are the different types of work that occur. The module will focus on issues of industrialisation, deindustrialisation, notions of career and identity and places and spaces of work. A major part of this module is the discussion of innovative and new ways of looking at work through the lens of sociology and social-psychology.

Students will be encouraged to explore sociological ways of seeing work and organisations and understanding the relationship between work, organisations and society more generally. As the module will focus on the wider context of work, and take into account the societal challenges associated with changing patterns of work, students will be prepared for the new realities of work. This includes working practices such as distributed, networked organizations and nonstandard employment contracts, as well as more conventional organizational work practices.

Year 2: Global Business Environment

This module introduces students to the dominant environmental factors that determine the constraints and the opportunities that confront international business. It explores the political, economic, social, legal, ecological and technological factors in the international business environment. Attention will be paid to the competitive environment and how this interacts with globalization, and technological and social change to create complex strategic options. An understanding of contemporary trends in the global economy will be considered on the module, as will the importance of country attractiveness, and its indicators. The environmental focus of Global Business Environment prepares the ground for the functional approach taken in the level 5 module, International Business and for the specialist, core level 5 modules on the Business Management degrees.

Year 2: Accounting for Managers

The module aims to give students a sound grasp of the basics of financial reporting (context, purposes, regulatory framework). It introduces the principal concepts of financial accounting. The preparation of principal financial statements will also be explored. This module is also designed to introduce students to key management accounting skills necessary to support decision-making. It will emphasise the acquisition and application of skills and knowledge necessary to inform managers responsible for planning, decision-making and control and will provide the underpinning skills and knowledge required for more advanced study. The key

issues addressed will be the fundamentals of cost data collection, analysis and allocation of costs, costing of products and services using absorption and marginal costing techniques, short term decision making - Cost Volume profit analysis, budgeting and budgetary control.

The key techniques will be demonstrated and applied in active learning workshop sessions and students will be expected to work on practical examples and case studies.

One of the main focuses for the design of this module has been the further development of relevant employability and professional skills. Such skills are implicit in the learning outcomes.

Year 3: Business Research Methods

The module will introduce students to business and organisational research methods. The module will cover a range of qualitative and quantitative research methods. The module provides a guide to understanding the tacit and explicit processes whereby students are socialised into the field of business and management research. It is a practical module informed by theory and real-life examples, which helps students explore the philosophical debates and underlying business and management research and considers how they relate to our understanding of knowledge and business practice. The module also adopts a more specific focus on the key research skills that are involved in primary, secondary, and mixed methods business and management research. Students will be introduced to the importance of research to the business world, they will learn how to review academic literature, how to construct research questions and objectives, how to construct a research design, how to write a research proposal, how to choose between analytical techniques and different research tools and how to analyse qualitative and quantitative data. It also provides opportunities for students to look further into research and support is provided in terms of managing research relationships, writing an ethics application for a research committee, gaining research access, and disseminating research and getting published. The module will prepare students to conduct research independently in preparation for their final year dissertation. This module uses a participative approach to learning and teaching, which is designed to provide a positive student learning experience. Students are encouraged to develop their ability to critically assess both the theory and practice of business and management research and to reflect on their own learning and development. This is achieved through lectures, seminars, independent study, preparation for class and coursework and the completion of formative and summative assignments.

Year 3: Strategic Management

Strategic Management is a fascinating discipline that studies the long-term purpose and direction of organisations, by looking at how to achieve a sustainable competitive advantage. In this foundational module, students are expected to accomplish a range of learning outcomes related to both strategic analysis and formulation. The first part of the module focuses on core frameworks and analytical techniques that will enable students to assess the resources and capabilities of organisations in relation to the conditions of the industry and the macro environment, and stakeholder pressures. The module concludes with the evaluation of business-level and corporate-level strategies, providing a springboard to the Advanced Strategic Management module in the final year, focused on strategic implementation. The module offers a rich learning experience that combines classic and cutting-edge theory with practice, drawing on the latest strategic management research, practitioner journals, and business news.

Throughout the trimester, students are constantly challenged to reflect about the global nature of competition, and how strategic management can contribute to the creation of shared value and business sustainability. Teaching methods rely on case studies and formative experiential exercises that directly contribute to the module assessment and the development of a range of employability skills. Through group discussions in lectures and tutorials, students are encouraged to improve their interpersonal skills, oral communication, and team working. Through the application of strategic concepts in classes and written assignments, problem-solving, and assessment preparation are promoted. Our objective is that, by successfully completing this module, students will be able to apply strategic management to their careers and lives, thus becoming better managers, entrepreneurs, decision-makers, and change agents.

Year 3: Career Development and Employability

We will support you to increase self-awareness and engage with career management behaviours that are essential to compete successfully in the graduate labour market. The module has been designed in consultation with our employer forum and employability service and is delivered by academic staff, employability advisers and industry guest speakers. Although highly practical, this module also provides you with evidence-based insights into the contemporary world of work and the business market, in response to direct feedback from employers. Key themes covered in lectures are: career development theory, traits analysis, labour market analysis and recruitment & selection processes. During workshops, you will engage in individual and group tasks involving labour market analysis, traits analysis, skills audits

and testing, case study exercises and real-life scenarios in recruitment and selection.

Year 3: Project Management

Project management is a key skill for any future professional to acquire, at some stage in your career you will be involved in delivering or working on a project. This module focuses on providing a sound basis for managing or working on projects. You may be a future Marketer with managing marketing campaigns in mind, a future HR Professional who may be called upon to manage a recruitment project or indeed, you may be called on to work on another type of business improvement or implementation. In essence, the concept of managing a project hinging on one quite basic principle, managing the triangle of: quality of the project outcomes, cost and time. In practice, this is a complex juggling act. This module first distinguishes a project from other types of operations processes and explores the key skills of a project manager. Then the major process groups, according to the PMBOK (Project Management Body of Knowledge) are applied, these are: initiation; planning; executing; monitoring and controlling and closing a project. The important of stakeholder management and risk management will be emphasised. Students will use software to schedule and cost projects during the planning phases. The use of monitoring and controlling techniques, including cost control, time management and resource optimisation will be explored. After the main process groups have been covered, the final part of the module is on improving the success of projects. There is exploration of how to measure success and furthermore, the principles of agile project management are discussed.

Year 3: Responsible Business

This module aims to develop understandings about the shift towards more environmentally, socially and economically responsible business practice and in particular focus on the drivers behind this shift; including the concept of global responsibility and citizenship and growing business arguments for including a consideration of sustainability in all business and management practice.

The module promotes a personal approach to the issues of ethics and morality, promoting a discussion on personal responsibility. It looks carefully at our increasing recognition that as individuals and businesses we have a responsibilities as 'global citizens' thriving towards a sustainable future. The module relies on three main pillars:

- a. Experiential Learning. Aiming at linking with real case experiences, discussion and reflective practice about ethics, sustainability, social responsibility, consumption and behavior.
- b. Creative Teaching and Learning: A number of art-based methodologies will be used in this module in order to enhance creative and problem solving amongst the participants.
- c. Critical thinking: The module pays special attention to the need of questioning practices, understanding the role of power/politics to develop a critical understanding of the different responses of business in relation to social responsibility and sustainable management.

It is expected that this module contributes to the university's employability strategy, in relation to knowledge on the theories and discussion on responsibility, ethics and sustainability; the development of analytical and critical skills in this field, and also, the promotion of values, virtues and character formation, crucial in the consideration of professional careers.

Year 3: Managing Human Resources and Improving Organisational Performance

The module introduces students to the context, theory and practice of human resource management (HRM) with particular focus on how HRM can contribute to improving organisational performance. In order to explore the impact of HRM on performance and enable students to critically engage with this question, the module is designed as a step-by-step process focusing on the following three elements: 1) understanding HRM, 2) understanding organisational performance 3) research and theory on how they are linked. Firstly, the module focuses on HRM activities in contemporary organisations and the ways that these are evolving in relation to different types of organisational contexts and developments. It considers different ways of delivering HRM objectives and emerging developments in the management of the employment relationship. Issues surrounding gaps between the rhetoric of HR and the practical reality is addressed and an ethical approach to HRM is introduced. The aim is to encourage critical reflection on HRM activities in context, awareness of the complexities of managing people and critical appreciation of the ethical issues involved. Secondly, students are introduced to theoretical perspectives on how organisations can improve and sustain organisational performance. The concept of organisational performance is explored and different conceptual frameworks of high-performance working (HPW) and their theoretical underpinnings are critically assessed. The aim is to understand the mechanisms through which performance can be improved while also critically discussing both positive and

negative implications for employee engagement and wellbeing. This includes considering issues of work intensification and links to stress management. Thirdly, the module explores research and theory linking HRM with organisational outcomes and improved performance. It critically discusses the current understanding of this link between HRM and performance and the problems involved in determining outcomes in terms of improved organisational performance in specific contexts.

Year 4: Undergraduate Major Project (Business)

This final project module allows you to engage in a substantial piece of individual desk-based/secondary research focussed on a topic relevant to your business degree award and subject area under the supervision and guidance of members of academic staff. This module requires you to develop your chosen topic into a specific project with this supervisor over the course of your final undergraduate academic year. Supervisors will discuss with students contemporary research problems and issues based on their research and practice, and then students will be required to conduct literature reviews, evaluate and critically appraise a range of information, investigate and adopt suitable desk-based methodologies and theoretical frameworks to work within, process data, and determine solutions to those problems. This module does not permit you to engage in primary research data generation. Throughout the module your supervisor will support you in terms of content and skills development so that you can work semi-autonomously on your individual research project. This is achieved through group supervisory meetings throughout the year, which will also allow for individual discussions. Your supervisor will set goals for these meetings involving written and verbal tasks that you will need to complete in order to receive formative feedback and develop your project smoothly. Your attendance to meetings and engagement with the proposed tasks are essential to ensure you receive feedback and successfully complete your project.

For students registered on the BSc (Hons) Business Management at the Cambridge campus or BSc (Hons) Business Management (with placement year), successful completion of this module provides exemption against the Chartered Management Institute's (CMI) units 5002V1 Information-based Decision Making and 5006V1 Conducting a Management Project.

Year 4: Sustainable Transformation and Environmental Practice

Climate change and sustainability offer both challenges and opportunities for economies and business across the world. This module is a “step” into addressing the requirements of private and public sector organisations looking for graduates with knowledge, skills and attributes related to environmental and sustainability issues. It develops a hands-on approach to sustainability by focusing on the development of an environmental management system (EMS) for the students’ households. It is expected that this module can contribute to the students’ wellbeing, while reducing their carbon footprint and creating sustainable transformations and pro-environmental behaviour. This module aims at developing creativity, responsibility and future-thinking amongst the participants: its ultimate goal is to enhance the students’ participation in a highly competitive job market and the opportunities for green and responsible entrepreneurship. The main pillars of this module are: a. Action Learning & Reflective Practice: This module encourages students to start working on their assessment from day 1, offering a wide variety of tools to record their progress in the implementation and monitoring of their environmental management system. b. Creativity and Use of Technology: This module relies on the students’ creative skills in the use of social media and use of digital learning platforms such as the LMS. c. Employability: At the end of this module students will be able to identify and provide evidence of a wide range of skills and attributes for future jobs and enterprises. Overall aims at encouraging the ability for self-reflection and a commitment to life-long learning becoming and acting as responsible citizens.

Year 4: Business and Employment Law

This Module will provide students with an appreciation of the various ways in which the Law impacts upon the domestic and international business environment. The Module is an introduction to a broad range of legal issues. This foundation will enable students to have an understanding of how such issues permeate the world of commerce and everyday life. The Module will focus on the nature and sources of Business Law in England, on the Law of Contract with regard to both goods and services and on the Law of Tort, in particular, negligence and vicarious liability. The rights and obligations of legal entities to each other will be examined. There will be an exploration of the various corporate structures through which business is conducted. Consideration will be given to the manner in which legislation and case law impacts upon the employment relationship; this will include the role of the Contract of Employment and other current Employment Law issues, including unfair dismissal, employee status and Discrimination Law.

Year 4: Advanced Strategic Management

This level-six module is concerned with how an organisational strategy takes shape and what strategists actually do. The module is organised around five thematic areas. Firstly, it focuses on the evaluation of strategic options in terms of three criteria: suitability, acceptability and feasibility. Techniques of evaluation are provided, explained and illustrated. Secondly, 'intended strategy development' versus 'emergent strategy development' is examined as two broadly different approaches of strategy development. The third thematic area covers the role of organisational structures and systems in strategy development. The fourth theme is the leadership of strategic change. The development of a new strategy often involves significant organisational change and managing change emerges as a key determinant for strategic success. Lastly, the module discusses the practice of strategy: a. who is involved in strategy development, b. the types of activities in which strategists are involved, and c. the types of methodologies that strategists use. The module is designed to be practical and problem-oriented. There is an explicit focus on enhancing students' employability and professional skills. In particular, the emphasis is on application of concepts and frameworks which assist the student analyse and gain insight to strategic challenges faced by an organisation.

Year 4: Leadership in Contemporary Organisations

The module explores the role of leadership in challenges contemporary organisations are facing such as constant organisational and economic change, increasingly flat hierarchies in organisations that emphasise the importance of team work and effective team management, and the global and multicultural reality of doing business. By considering some of the issues related with leadership this module will enable students to critically engage with the challenges of effective leadership. The crucial role of leadership to facilitate effective management of uncertainty, ambiguity, complexity and to create a vision and strategy for future success and sustainable performance of organisations is explored through engagement with theoretical leadership and organisational behaviour literature in addition to real-life case studies. The module will enable students to make links between the theoretical and practical aspects of leadership by solving case studies and also reflecting on own leadership challenges. Students will be encouraged to analyse and reflect on their own extra-curricular activities (work placements or volunteering) and do so with critical depth and academic rigour. Students will be encouraged to develop their own perspective on and practice of responsible and effective leadership, in the light of the theoretical understandings and practical experiences with which they have engaged.

Optional Modules

(Subject to availability)

Year 3: Business to Business Marketing

This module is designed to give students an insight into the specific issues involved in strategic business-to-business (B2B) marketing. More businesses sell to other businesses than sell to consumers, and many students are likely to follow marketing careers in business-to-business marketing rather than in consumer marketing organisations. This module will also compliment any studies into small business issues. Particular emphasis will be given in the lecture programme to the national and international background to B2B marketing, the products and services offered and the organisational decision-making and buying process making comparison to business to consumer (B2C) marketing throughout. The lecture programme builds a theoretical framework step-by-step, so that the students can approach any organisational case, and produce an appropriate marketing and sales strategy. Real examples will be used in the tutorials to stimulate discussion and to put the theory into context. Students will be expected to refer to relevant texts, and follow topical business-to-business marketing issues in the quality press.

Year 3: International Trade

This module provides an introduction to the economics of international trade. It seeks to equip students with the theoretical knowledge to explain the patterns of global trade and to explore policy issues relating to international trade. The module will introduce classical theories of trade - including the Ricardian theory of comparative advantage and the Heckscher-Ohlin model - as well as more modern approaches based on increasing returns and imperfect competition. Students will develop the ability to analyse the economic effects of trade policies such as tariffs, subsidies, import quotas and strategic trade policy. Both the efficiency effects of trade policy and the political economy of who wins and who loses are examined. Students will also develop an understanding of why countries join international trade agreements, of the costs and benefits of bilateral and multilateral trade agreements such as NAFTA and the European single market, and of the role of the World Trade Organisation in the management of international trade and the settling of trade disputes.

Year 3: A Module from the Anglia Language Programme

Year 3: Equality Diversity and Inclusion

This is an exciting opportunity for you to undertake a module that breaks from the traditional module structure. This module is for anyone interested in exploring the issues of equality, diversity and inclusion. You will develop an understanding of the current protected characteristics, in addition to addressing the dimensions of disability, disaffection and marginalisation on a week by week basis. Your engagement in the class discussion and team based problem solving will illustrate how your understanding and knowledge of the subject will help you form your approach, perspective and understanding of theory. The delivery week's content is designed to explore a range of approaches to equality diversity and inclusion allowing you to question and debate your concerns, beliefs and biases in a safe environment, and challenge them intellectually but sensitively. You will have access to a range of both written and video case studies for your student managed study providing examples of the particular protected characteristic and the experiences of people who have that characteristic. A reflective practice template for each of the weekly student managed learning tasks will be provided for you. You will complete this during and after the task has been undertaken to allow you to record what you have learnt from the case studies, areas you may wish to research further to have a better understanding of the protected characteristic, any questions you may have, and your reflections on the case topic being covered.

Year 3: Enterprise and Entrepreneurial Management

The module will introduce and develop the skills and knowledge surrounding entrepreneurship and business start up. A systematic exploration of the current academic literature and its application to practical enterprise and entrepreneurial management within a real business planning context will be undertaken. The core to this module will involve developing an understanding of the key stages associated with a business start up. In addition the module will explore the practical skills required to establish an entrepreneurial venture and the processes associated with: the management of the elements connected with business planning; for example, creativity, management and leadership, building key business relationships, financial planning, sustainability and understanding the importance of setting and achieving realistic goals.

Year 4: EU Economy: Issues and Policies

The module examines the current issues and policies involving the European Commission and other institutions and bodies within the European Union. The emphasis throughout is on the economic underpinnings of policies across a wide range of policy areas, including agriculture, fisheries, industry and service sectors, labour markets, social, regional, environmental and trade areas, amongst others. Whilst economic analysis is emphasised throughout, a multi-disciplinary approach is adopted wherever appropriate to any particular policy area. Analysis is supported by up-to-date case materials and events using a wide range of printed media and on-line sources. Selected economic sectors within the EU will also be examined (e.g. textiles) and the policies applied to those sectors reviewed. One of the main focuses for the design of this module has been the further development of relevant employability and professional skills. Such skills are implicit in the learning outcomes. Multiculturalism has been considered during the design of this module and will be considered when the assessment brief is written.

Year 4: Retail and Shopper Marketing

The module develops core marketing principles in a retail context and develops specialist knowledge of the retail industry from a marketing perspective. There are clear links to other business curriculum areas: marketing management, consumer behaviour, human resources, operations management and economics. Retail marketing is explored through a combination of lectures and a seminar programme where key issues are addressed through discussion of case study material drawn from the popular and professional press, retailer 'in-house' publications and traditional and contemporary academic literature. Areas explored include: retail mixes and strategies, the 'retail product', experiential elements of customer satisfaction, internet retailing and other emerging trends, behavioural research in retailing and supply chain management and retail performance. The module explores the emerging use of 'shopper marketing' which applies a range of research techniques to understand the behaviour of shoppers at point-of-purchase. Sustainable and ethical issues of retailing are considered including the growth of consumerism, use of consumer data, environmental impact and consumer attitudes to debt.

Year 4: International Intercultural Management

In an increasingly global business environment, those involved in international business and management must develop the insights and skills to interact with customers and stakeholders in a culturally sensitive way. The module introduces and examines the work of important researchers in the field such as Hofstede, Hall, Watson, Tayeb, Holden, Hampden -Turner and

Trompenaars. It explores the application of these theories to decision making at the level of the individual, the team and the organisation. It examines strategic dilemmas where culture plays an increasingly influential role in companies of all sizes. It presents cultural diversity as a central element in the phenomena of business change and organisational development through the use of case studies and interactive scenarios. It draws on the diversity of the student group as a resource and attempts to generate dynamic learning experiences. This intercultural management module will sensitise the students to each other's cultural differences and work practices. It will then focus on a series of target cultures as representative of the international business environment, exploring and analysing effective (and ineffective) approaches to cross-cultural communication in a wide range of business and management contexts. The module will achieve this through a lecture programme that will introduce the context, frameworks and concepts. These will be applied through a seminar programme that will be built on applying them through individual self-directed learning, group work through synthesising the individual work and group presentations to the seminar for general discussion.

Year 4: International Supply Chain Management

The module begins with a focus on how supply chain management has become a major focus of emphasis in organisational strategies. The effect of globalisation and the digital economy for enabling more integrated supply chain management is explored. Supply chains can be a driver for achieving customer value and competitive advantage, here the student will explore case studies of exemplar global supply chains. After the strategic focus, the module then focuses on the practical side of supply chain management: managing the series of processes that get a product to the market. The renown SCOR (Supply Chain Operations Reference) model is used as the basis of applying the design and management principles to the Plan; Source: Make: Deliver and Return processes. This will include students engaging in practical activities to explore these processes in depth. The module then re-focuses back on to strategies of International Supply Chain Management, firstly looking at the growing concern for sustainability and the complexities of managing this in an International setting. Then, the history of supply chain strategy development is analysed. Firstly, addressing the key principles of the Japanese approach, which has called many things, in essence: Just in Time or Lean Management. Secondly, the newer strategic paradigm of focusing on being responsive to the customer through Agile Management. These two strategic paradigms are explored with the use of practical game scenarios. The final portion of the module focuses on the enablers of Supply Chain Improvement: performance management; information technology and other future trends.