MODULE SPECIFICATION

1. **Title of the module**

   Principles of Business 2

2. **School or partner institution which will be responsible for management of the module**

   Pearson College London

3. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

   Level 4

4. **The number of credits and the ECTS value which the module represents**

   30 credits (15 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**

   This module is available in Autumn, Spring or Summer term.

6. **Prerequisite and co-requisite modules**

   - none

7. **The programmes of study to which the module contributes**
   - BA (Hons) Business Management   - core module
   - BA (Hons) Business Management with Entrepreneurship   - core module
   - BA (Hons) Business Management with Finance   - core module
   - BA (Hons) Business Management with Global Industries   - core module
   - BA (Hons) Business Management with Law   - core module
   - BA (Hons) Business Management with Marketing   - core module
   - BA (Hons) Applied Business Management   - core module
   - BSc (Hons) Professional Accounting in Business   - core module
   - Integrated Masters in Advanced Professional Accounting in Business   - core module

8. **The intended subject specific learning outcomes.**

   On successfully completing the module students will be able to:

   8.1 Understand and explain the full life cycle of a business.
   8.2 Evaluate and compare how business concepts and theories are applied in the context of real, international organisations.
   8.3 Explain and evaluate the value that different areas of business have in the overall operation of an organisation, and the impact each area has on others and on the overall goals and impact of the organization locally and internationally

8.4 Present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic business theories and concepts.

8.5 Demonstrate a basic knowledge and understanding in a business context of the effective management of organisations, with limited reference to theories, models and frameworks which inform current practice.

9. **The intended generic learning outcomes.**

On successfully completing the module students will be able to:

9.1 Communicate structured and coherent arguments.

9.2 Demonstrate the ability to collaboratively work in a team environment and contribute ideas, informed by an awareness of ethical issues.

9.3 Evaluate different approaches to solving problems.

9.4 Communicate qualitative and quantitative information and ideas accurately and reliably.

10. **A synopsis of the Curriculum Module Aims**

The aim of this module is to give students an integrated understanding of the operations of a business in the context of real organisations, to inspire them with a real interest in the discipline at the beginning of their degree study. By immersing students in the study of some real and contrasting organisations, learners should develop a holistic understanding of commercial organisations. The module will recognise that there are many interconnected core areas of business (such as strategy, finance, organisational behaviour, people management, and marketing) that need to be considered in successfully running an organisation, and that these areas are impacted by other areas such as communications, legal matters, and information technology. This module therefore provides students with a practical context to develop ideas and problem solving skills which utilize many of the business concepts and skills developed in Principles of Business 1.

This practical approach to starting and developing a business idea which could be for profit or non-profit purposes will enable learners to get a better appreciation of the application of business tools and theories to resolve day to day problems. This approach will also enable learners to compare and contrast academic theory with real life practices, and to identify influences and interests of both internal and external stakeholders.

The module is also designed to allow students to experience a range of teaching, learning and assessment approaches, and to encourage them to recognise that learning opportunities arise in a variety of forms and locations, in order to enable them to develop as learners.

By the end of the module, students will have an understanding of the basic concepts of business as well as an appreciation of how to apply these to the operation of a range of organisations.

This module proceeds in two parts. The first part consists of an experiential project, where students will be placed into real world, authentic situations in order to run an organisation of their own. This will be facilitated through workshops and seminars and students will develop a range of applicable soft skills whilst putting their learning based on Principles of Business 1 into practice. In the second part, students will need to consider key issues around strategy, leadership, governance and the ability to function as a team, as well as the impact that will have on the success of a business. The module concludes with a study of the end of an organisation's lifecycle – a crucial element of business given that more than 50% of organisations do not survive past the first five years (source: RSA).

Overview of Syllabus

Part 1 – Group Entrepreneurship project

Having been given an overview of the function of business in society, and introduced to key concepts in relation to some of the main aspects of running a business, learners will now have an opportunity to experience for themselves the operation of a business. This will allow them to explore real issues and processes from a business perspective.

The purpose of this experiential project in the first part is to encourage students to understand through application the process of setting up and running an enterprise using their knowledge of real industries and organisations. The project will also give students the opportunity to reflect self-critically on their performance, and how they come across to others, which will facilitate their ongoing learning, development and improvement

Part 2 - Pulling it all together

In the final part students will explore the challenges of executive management of a business, including:

● Identifying and influencing organisational behaviour
● Leadership, collaboration, autonomy and corporate governance
● Mergers and acquisitions and liquidation

11. **Indicative Reading List (Indicative list, current at time of publication. Reading lists will be published annually.)**

● Adams, A., " Law for Business Students", 10th ed., 2018, Pearson chs 2,3,5,6 and 13.
● Atrill, P. and McLaney E., "Management Accounting for Decision Makers", Pearson, 8th edition, chs 2, 6 and 7.
● Avis, Jo (2009) Performance management. CIMA. [Online]
● Jobber, D. and Lancaster, G., "Selling and Sales Management", Pearson, 2015, chs 1 and 3.
● Bovee & Thill (2014) "Business in action", Pearson (latest edition)
● Pech, Marianne (2013) The Financial Times guide to leadership: how to lead effectively and get results. Pearson Education.
● Whitmore, John (2009), "Coaching for performance: Growing people, performance and purpose", 3rd ed., Nicholas Brealey.

12. Learning and Teaching methods

For Parts 1 and 2 (experiential project), contact time will vary according to the nature of the project, but will typically involve three full days of supervised activity that replicates a typical working day for a professional.

Scheduled Hours: 50

Independent Study Hours: 250

Total Study Hours: 300

13. Assessment methods

13.1 Main Assessment methods

This module will be summatively assessed by a portfolio of activity comprising of:

- PART A – a consultancy style group presentation, based on the group enterprise project, lasting no more than 15 minutes which will take place at end of the module has been completed (30% of overall grade); and

- PART B – a synoptic, reflective report of a maximum of 2500 words, which must cover all key areas of study and reflect on the importance of team work in a business and what was learnt from the group project, and which will be set at the beginning of the module with learners expected to work on this over the module (70% of overall grade).

In order to pass the module, the student will need to pass Part B section of the assessment.

13.2 Reassessment methods

14. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)**

Module learning outcome		8.1	8.2	8.3	8.4	8.5	9.1	9.2	9.3	9.4
Learning/ teaching method	**Hours allocated**									
Private Study	250	X	X	X	X	X	X	X	X	X
Lectures	20	X	X	X	X	X	X			X
Seminars (including enterprise project)	30	X	X	X	X	X	X	X	X	X
Assessment method										
Group Presentation (30% of overall grade)			X	X	X		X		X	X
2,500 word Synoptic reflective report (70% of overall grade)		X	X	X	X	X	X	X	X	X

15. **Inclusive module design**

The Collaborative Partner recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

16. **Campus(es) or Centre(s) where module will be delivered:**

    Pearson College London

17. **Internationalization**

    The module covers international business in many areas; subject content, assessment tasks and class discussion. It is expected that tutors teaching on the module will look to relate subject content to global corporations when appropriate and that students will be able to demonstrate an understanding of these international aspects.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. **Partner College/Validated Institution:**

    Pearson College London

19. **University School responsible for the programme:**

    Kent Business School

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Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)

Module Specification Template (May 2018)