

Bath Spa University

Master's Accelerator Programme (MAP)

Student Handbook

2016/17

MAP Pathway to the following MA routes:

- MA Business and Management (Marketing)
- MA Business and Management (Entrepreneurship)
- MA Business and Management (Accounting)
- MA Business and Management (International Business)
- MA Business and Management

How to use the Bath Spa University MAP (Master's Accelerator Programme) Handbook

This handbook tells you everything you need to know about the MAP. It tells you all about the aims of the programme, the content of the programme, the assessment information and marking criteria and all the other information you need about the programme, making it essential reading for any student starting out on the MAP.

You will receive a copy of this handbook at the start of the programme but you will also be able to access a copy online on the Bath Spa University website as well as Minerva.

We hope you enjoy the programme!

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1 INTRODUCTION

Welcome to the Bath Spa University MAP (Master's Accelerator Programme), delivered by Bath Spa Global. Bath Spa Global is a joint venture partnership between Shorelight Education and Bath Spa University. This programme aims to help you prepare to study at postgraduate level by providing an intensive course of language tuition, academic instruction and professional development skills – it will allow you to progress to the MA in Business and Management at Bath Spa University on successful completion.

The Bath Spa University MAP consists of a 12 week teaching programme for students entering with a 6.0 IELTS (minimum 5.5 in any skill) and a Third Class Honours degree or equivalent. For students who have a lower band in IELTS we run two Extended English programmes. See the website for details and below:

Entry Dates:

12-week MAP

For February 2017 MA entry	MAP begins 17.10.16 (ends 27.01.17)
For June 2017 MA entry	MAP begins 06.03.17 (ends 02.06.17)

Extended English + MAP

For February 2016 MA entry Extended English 14 weeks	Extended English begins 27.06.16 for students with IELTS 5.5 (min of 4.5 in each component)
For February 2016 MA entry Extended English 8 weeks	Extended English begins 08.08.16 for students with IELTS 5.5 (min of 5 in each component)
For June 2016 MA entry Extended English 14 weeks	Extended English begins 07.11.16 for students with IELTS 5.5 (min of 4.5 in each component)
For June 2016 MA entry Extended English 8 weeks	Extended English begins 04.01.16 for students with IELTS 5.5 (min of 5 in each component)

1.1 Why study on the MAP?

Studying the MAP before moving onto studying for a Master's degree will help you to raise your level of both English and academic skills, giving you the ability to achieve at a higher level at postgraduate level than they might otherwise reach. The MAP is specially designed to give you the skills you will need to succeed at postgraduate level and has been carefully mapped to the range of business Master's programmes available at Bath Spa University. The key aim of this programme is to prepare you for postgraduate study. This means that the course focuses on English language skills, academic knowledge and understanding academic skills such as how to research and communicate critically at a high level. Our MAP aims to give you an introductory understanding of business and management as well as giving you the opportunity to learn and practice essential

academic skills needed for postgraduate study. The academic modules are approached in a manner which allows you to investigate and challenge current theories and thinking and develop your own ideas. The programme places great importance on critical thinking and much of your time will be spent learning how to conduct thorough research and write in an analytical manner in preparation for working and postgraduate level. This is an active and exciting programme which aims to engage you in current issues and lively debate from the very start of your studies.

1.2 Entry onto the Bath Spa University MAP

The 12 week MAP is required if:

- Your undergraduate qualifications do not meet the level required for direct entry to postgraduate study. For example, if you are benchmarked to a level of a **Third Class Honours degree** (England and Wales);
- You need to improve study skills as well as academic English in preparation for the challenges of Master's level study and research.

1.3 Progression onto your Master's

Students entering onto the MAP will have been accepted onto a postgraduate degree on condition of successful completion of the MAP. Successful completion requires an overall average of 50% or above in subject modules with no lower than 40% in any single module. Successful completion will guarantee you progression onto one of the following postgraduate degrees at Bath Spa University:

- MA Business and Management (Marketing)
- MA Business and Management (Entrepreneurship)
- MA Business and Management (Accounting)
- MA Business and Management (International Business)
- MA Business and Management

2 COURSE CONTENT

The MAP at Bath Spa University is an intensive programme that has been designed to help international students meet the academic and language requirements for successful postgraduate study. You will have the opportunity to select a range of specified subjects and develop the essential skills needed for your Master's degree. The MAP consists of 24 hours per week of contact time with tutors and includes:

- 4 hours of English for Academic Purposes for Master's level
- 16 hours of academic subject seminars and lectures
- 2 hours of personal and academic tutorials

Additional Support for International Students:

- Tutors will provide a range of materials to help get you started on the programme. This will include required reading materials and diagnostic English and writing assessments to establish your ability early in the programme.
- There will be weekly academic tutorials aimed at providing academic support tailored to your specific learning needs and requirements. This will become increasingly important in the preparation for the individual research project.

2.1 Module outline for the MAP

You will take four compulsory modules per term which will be supported by weekly tutorials.

The modules that are available to you are as follows:

Bath Spa University MAP 12 teaching weeks Programme (Parts 1 and 2)

Part 1 (6 weeks)	CH	SSH	% TOTAL HOURS	Module Weighting
English for Academic Purposes for Postgraduate Study 1	4	4	15%	0%
Research Methods for Postgraduate Study	4	4	15%	10
Principles of Business and Management 1	6	5	25%	10%
Independent Research Project 1	2	2	10%	10%
Business Strategy 1	6	6	25%	10%
Tutorials	2	0	10%	0%
<i>Totals</i>	<i>24</i>	<i>22</i>	<i>100%</i>	<i>40%</i>
Part 2 (6 weeks)	CH	SSH	% TOTAL HOURS	Module Weighting
English for Academic Purposes for Postgraduate Study 2	4	5	15%	0%
Independent Research Project 2	6	5	25%	20%
Business Strategy 2	6	5	25%	20%
International Business	6	5	25%	20%
Tutorials	2	0	10%	0%
<i>Totals</i>	<i>24</i>	<i>20</i>	<i>100%</i>	<i>60%</i>

CH : Contact Hours SSH : Supported Study Hours

Module Weighting: The proportion of your final grade which comes from the module

Total Contact Hours: 288

Total Contact and Study Hours: 540

3 COURSE AIMS – WHAT WILL YOU LEARN?

3.1 Aims

The MAP aims to prepare you for postgraduate level in your academic skills, your study skills and your English confidence levels. It aims to help you to become confident about entering postgraduate level studies with a clear understanding of the expectations and standards of UK Higher Education, therefore the MAP is aligned at Level 7 (postgraduate level) on the UK Framework for Higher Education Qualifications (FHEQ). On completion of the course you should have the necessary critical and analytical skills to achieve the higher levels of learning and be able to apply these skills in assignment work in preparation for postgraduate work.

Academic modules will aim to give a critical overview of the subject before addressing specific areas of current discussion and research within the field. This will enable the academic modules to be used to fully explore the skills needed at postgraduate level such as selecting appropriate academic sources, reading critically and developing an analytical line of argument supported by evidence. We aim to help you to feel comfortable in a UK Higher Education environment and to be fully immersed in the Bath Spa University student experience.

The MAP aims to:

- improve your research skills and critical thinking abilities
- provide you with essential grounding in your chosen area of study
- help you learn about the City of Bath and the local area and integrate into the Bath Spa University student community

3.2 How will these aims be achieved?

During the programme you will:

- Analyse, evaluate and synthesis information;
- Develop critical thinking and evaluation skills;
- Be supported in becoming an independent learner;
- Interact and work with current Bath Spa University students and staff in order to fully integrate into Bath Spa University and give you a greater understanding of UK Higher Education;
- Use discussion and active seminar work to develop your academic and language skills in preparation for postgraduate level.

Toward these aims, the learning outcomes for all modules in the MAP are divided between:

1. Learning outcomes for personal development, employability and academic skills;
2. Learning outcomes for knowledge and understanding.

4 THE LEARNING ENVIRONMENT

4.1 Teaching and Learning Aims

We aim:

1. To encourage deep learning or acquisition of knowledge; generic and vocationally specific skills; and the application of knowledge and skills in relevant study and vocational contexts.
2. To facilitate learning by the identification and deployment of appropriate, varied, and innovative teaching methods.
3. To evaluate the extent to which learning takes place.

4.2 Module teaching format

Modules run for 6 weeks in Parts 1 and 6 weeks Part 2. You will need to study your timetable carefully as all modules have different teaching patterns.

Bath Spa University MAP teaching weeks Programme (Parts 1 and 2):

- Weekly contact time: 24 hour week
- Weekly supported study time: 20-22 hour week
- Total Contact Hours: 288
- Total Contact and Study Hours: 540

Please see the module descriptors and Module Handbooks for full details and contact any of the team if you are unsure.

4.3 Lectures

Lectures are sessions of fifty minutes which are led by an academic member of staff and either:

- introduce a topic for further consideration in subsequent seminars;
- summarise a topic already considered in previous seminars;
- provide an opportunity to hear from an external speaker about their relevant experience.

4.4 Seminars

Seminars are usually sessions of two/three hours and are intended to develop deeper learning about a topic. They usually consist of smaller groups than lectures and are often discussion-based. Student participation is key and some sessions will be student led. Different seminar tutors will use different methods in seminars. For any module, these will be set out in the module handbook.

Typically seminars will include:

- Presentations and discussions.
- Consideration of readings.
- Analysis of case studies – written or other media.
- Development of ideas.
- Analysis of problems.

4.5 Tutorials

You will be allocated two hours of tutorial time per week. These sessions are academic tutorials and are aimed at supporting you in your studies. This time will be used to discuss your work with your tutor, plan and prepare for assessments and to assist you in understanding and meeting the academic challenges of the programme.

4.6 Attendance

The Bath Spa University MAP is demanding and we expect 100% attendance. An attendance record is kept at all classes.

Absence will only be accepted by the Academic Director if there are medical or serious family emergencies and you should be prepared to submit documentary evidence to explain your absence. Attendance will not influence the mark given in an assessment, especially as you can submit all assessments for anonymous marking.

If you are going to be absent, contact your tutor and explain the situation. Do not simply fail to attend. If there is a problem we will try to help.

4.7 Supported Study Hours (SSH):

There will be seminar activities set for you to complete each week. You will be given guidance on these tasks as these are in preparation for future seminars and group work. It is expected that you undertake all this work. In addition you may be expected to complete research activities on a set topic as part of the preparation for your end of term assessments.

4.7 The importance of independent study

It is rarely possible to pass a module on the basis of lecture or seminar notes. To obtain higher marks and to gain greater enjoyment and satisfaction from your studies, you need to study outside formal teaching sessions. Seminar tutors and your fellow students (which also means you) rely on you to prepare for seminars by reading recommended texts in advance. You are expected to buy copies of the key texts for your own study.

4.8 Other approaches to learning

Contact with tutors outside class

Your seminar tutor will always be happy to discuss any points you wish to raise about your learning in that module. You can also contact your personal tutor for more general help.

Visits to organisations

Some modules involve visits to organisations. These provide an invaluable opportunity to see businesses and institutions in action. Such visits take considerable organising so if you agree to go, it is important that you stick to the commitment.

Visiting speakers

Some of your modules will have visiting speakers from business and relevant industries. They will come in and share their experience with you. These lectures provide an invaluable opportunity for you to learn about business and employability.

4.9 Library and Learning Services

You will have access to the University Library at Newton Park which is open from 8am to midnight, Monday to Friday, and 9 am to 8 pm at weekends. There is a group working area and a bookable room for student project work, as well as traditional quiet and

silent study facilities. These are supplemented by more collaborative spaces, bookable pods and quiet study rooms in the Commons which are available 24/7.

In addition to print books, the library provides a range of DVDs and CDs, and a wealth of electronic resources, including over 3,000 e-books and over 15,000 academic e-journals. Key texts and journal articles are increasingly available in e-format, to ensure you have 24/7 access to them.

The interlibrary loan service allows you to access material held by other libraries.

For further information, including access to the catalogue, opening times, more about library facilities at Sion Hill and Corsham Court and contact details, please see the [library website](http://www.bathspa.ac.uk/library). (<http://www.bathspa.ac.uk/library>)

4.9.1 Writing and Learning Centre

Within the Library at Newton Park, you will find the Writing and Learning Centre (WLC). This service is available to all students, and WLC staff aim to assist with academic writing, referencing, critical thinking to help you reach your full potential during your degree. For more information read [here](http://www.bathspa.ac.uk/library/writing-and-learning-centre). (<http://www.bathspa.ac.uk/library/writing-and-learning-centre>)

Students with dyslexia or other specific learning needs are welcome to use the services, but should also contact Student Support on studentsupport@bathspa.ac.uk.

5 ASSESSMENT

5.1 Overview of assessment

Assessment is carried out on a module by module basis, each module being assessed separately.

5.2 Our aims in assessing are

- To motivate you to learn;
- To create learning opportunities;
- To establish what you have learned;
- To provide feedback to both you and staff;
- To provide marks and grades;
- To check standards.

To achieve the above, assessment must be:

- Reliable, in that learning outcomes and marking criteria should be equally clear to all who are undertaking the assignment;
- Valid, in that the assessment actually does assess what it sets out to assess;
- Relevant, in that it matches the learning outcomes and leads on from what has been taught;
- Clear, about criteria, in particular that you know what you have to do to achieve different marks or grades;
- Clear about purpose, as to whether the assessment is intended to be formative, to help you learn, or summative, to assess what has been learned;
- Clear about standards, in particular whether you are assessed in relation to each other or in relation to some independent criteria.

5.3 Principles for assessment

Assessment should be designed so that it:

- Is perceived as fair, providing the opportunity for demonstrate your learning;
- Builds your confidence;
- Contributes to your development through the module;
- Provides encouragement through feedback.

- Is placed at appropriate points in the module to encourage your further development;
- Allows you to show your learning to best advantage;
- Draws on a range of styles which allow you to display what you have learned.

5.4 Assessment methods

There are a wide range of assessment methods used as part of this programme, all of which are selected to support the learning and development of knowledge, skills and English language development. Assessment may be conducted through tutors, by self-assessment or by peer assessment.

Some examples are listed below:

To assess knowledge:

- Business reports;
- Examinations;
- Project work;
- Project reports;
- Presentations;
- Essays;
- Viva.

To assess skills:

- Performance activities (alone or in groups);
- Decision tests;
- Presentations;
- Reading and comprehension tasks;
- Leading discussions.

To assess English language skills:

- Presentations
- Listening exercises
- Reading and comprehension tasks

Both summative and formative (feedback) types of assessments are ways to see how progress is made. The formative types of assessment can be most useful and helpful in terms of guidance for the summative assessments.

5.5 Assessment for each module

A full range of assessments are applied throughout the Bath Spa University MAP. Different approaches to assessment are used in each of the module, this gives variety to your learning and different ways to reflect on knowledge and skills development. Details of the specific types of assessments in each of the modules can be found in the specific module descriptors which can be found at the end of this handbook.

5.6 Handing in assignments

The handbook for each module will give details of dates for the submission of work. Details will also be published on Minerva. You are required to submit your work in electronic format via Turn It In so that it can be checked for plagiarism. Failure to do either of these on time risks incurring penalties for late submission.

A principle of marking is that, where possible, the tutor does not know whose work they are marking until they come to tabulate all the marks. To maintain anonymity, please make sure you conceal your name, as instructed and avoid putting your name anywhere else on your work.

5.7 Submission of programme assessed work

Written assignments will be submitted online, although some tutors may also require you to submit a paper copy as well. Exceptions to this rule may occur, for example in the case of a seminar presentation. Any exceptions will be clearly explained to you by the relevant module tutor.

5.8 Submission dates and extensions

Programme work will only be accepted for marking after the submission date if an extension has been agreed. Extensions are *only* granted in the case of documented illness or other serious problems. Such extensions must be obtained *before* the due date from the module co-ordinator *not* the marking tutor. Work submitted up to one week late *without* agreement

will only receive a maximum mark of 40%. Any assessed work submitted more than one week late will not be marked and will receive a zero mark.

5.9 Returning work and feedback

Tutors will always mark work as quickly as possible; the policy is a three week return rate. Part of the marking process is to moderate 20% of the submissions, including all firsts and all fails. This means a second opinion is given to ensure the original marking is consistent and in line with expected standards.

All returned work will show the mark achieved and feedback from the marking tutor. This feedback is designed to point to ways you can improve future assignments in other modules and subjects.

5.10 What mark is needed to pass a module?

The pass-mark for a module is 50% overall (grade D). You must pass all assessment components of a module to pass the module.

To progress from the MAP, you need an average of 50% overall from your modules.

Your progression is contingent on passing the MAP – if this not achieved within the 12 weeks of the MAP, you will have the opportunity to progress forward , but will be advised of extra work and any resits needed to complete the MAP portion of the MA before full completion of the MA at Bath Spa University.

5.11 What if you fail?

Normally you are *referred*. This means that you have one more opportunity to pass any item that you failed first time. When you are referred, the highest mark you can be awarded for the failed element is 50%. If you have not achieved this by the time you progress forward to the MA in Business and Management, you will have the opportunity to resit before the completion of the MA.

5.12 Mitigating circumstances

If you fail because of *mitigating circumstances* (circumstances beyond your control that prevented you from completing assignments) you may be *deferred*. You will still have to pass the assessment but it will be considered that you are taking it for the first time so you can be awarded any mark, not limited to 40%. Mitigating circumstances must be advised to

your personal tutor *before* the assessment is due to be completed and will need corroborating evidence such as a medical certificate.

If you consider that your work is being adversely affected by any circumstances beyond your control, make sure you talk to someone about it as soon as possible. Do not wait until the assessment has finished, as mitigating circumstances can only be considered before the assessment.

Mitigating evidence is only considered by the Examination Board and Bath Spa University. It is confidential. Any evidence must be submitted to the Student Information Desk so that it is available to the Examination Board before it meets. It is the Examination Board and Bath Spa University, not the tutors, who decide whether mitigating evidence is acceptable. For more detail, see the Taught Postgraduate Handbook.

If you consider that your work is being adversely affected by any circumstances beyond your control, make sure you talk to someone about it (your personal or subject tutor or Bath Spa University Student Support Services) and notify Student Services when it happens, not some time later.

5.13 Guidelines for expected standards in assessment

5.13.1 Generic guidelines

Any assessment should be well planned, structured to aid understanding and should address the question asked in a coherent way. There should be evidence of wide reading which will lend authority to the work. Creative input and flair attract higher marks. Specific guidelines about content can be found below.

The generic marking criteria will apply. It is likely that that general criteria will be amended or developed in individual modules but, if in doubt, rely on the generic criteria. For more details see the Taught Postgraduate Framework (TBF) Regulations 2016/17 on the BSU website: <https://www.bathspa.ac.uk/Media/StudentServices/TPF%202016-17.pdf>

	Written coursework (e.g. a project)	Evidence of wider reading from	Websites	Exam (if used)	Presentation (if used)
Level 7	Equivalent in terms of research and creative effort to producing 2,500 to 3,000 words.	A wide range of authoritative academic sources, e.g. books, professional or refereed journal articles	Their academic authority must be evaluated.	3 hours seen or unseen (or further assessment equivalent to 2000 words).	15 minutes per student, plus leadership of a class discussion lasting 20 minutes.

5.14 Generic marking criteria

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

A. Knowledge and understanding	<ul style="list-style-type: none"> • Demonstrate knowledge at or near the current limits of understanding within a specific area of: <ol style="list-style-type: none"> a. alternative approaches/theoretical perspectives; b. research findings.
B. Analysis and evaluation	<ul style="list-style-type: none"> • Perform analysis of a knowledge base, including: <ol style="list-style-type: none"> a. isolating problems, identifying points of convergence and contradiction, and identifying gaps; b. selecting and applying appropriate methods of obtaining evidence and appropriate analytical methods. • Argue and evaluate alternative approaches and claims with justification.
C. Synthesis and creativity	<ul style="list-style-type: none"> • Synthesise ideas and/or information and apply them to new cases or new research questions. Apply own ideas to: <ol style="list-style-type: none"> a. expanding or redefining an existing knowledge base, b. approach or method; c. developing a new product; d. resolving a problem; e. presenting information in an innovative format.
D. Self- appraisal	<ul style="list-style-type: none"> • Reflect habitually on own practice in order to improve.
E. Planning and management of learning	<ul style="list-style-type: none"> • Be autonomous in study and use of resources, including time management. • Make use of others in support of self- directed learning.
F. Communication and presentation	<ul style="list-style-type: none"> • Engage in professional and academic communication within the course and, if appropriate, in the wider critical community or site of application; • Follow professional/academic conventions.
G. Psycho- motor skills	<ul style="list-style-type: none"> • Demonstrate technical mastery of a skill; • Plan strategies and tactics.

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Degree class	A. Knowledge and understanding	B. Analysis and evaluation	C. Synthesis and creativity	D. Self-appraisal	E. Planning and management of learning	F. Communication and presentation	G. Psycho-motor skills	H. Interactive and group skills
Distinction 70% and above	Excellent or outstanding knowledge/ depth of understanding.	Excellent or outstanding analysis/ evaluation: coherent, comprehensive and well-founded; depth of engagement.	Excellent or outstanding synthesis/ creativity: degree of autonomy, innovation, originality; success in offering significant insight into an issue, or measured against performance criteria.	Excellent or outstanding self-appraisal; critical reflection on, and action to develop, own practice.	Excellent or outstanding planning and management of learning: appropriateness, comprehensiveness innovation in selection and use of resources; effectiveness, efficiency, ethics and professionalism in planning and conducting work.	Excellent or outstanding communication/ presentation: cogent use of appropriate styles and tools.	Excellent or outstanding psycho- motor skills: smooth, precise and efficient performance; ability to adapt effectively to unusual and expected situations.	Excellent or outstanding interactive and group skills: group success measured against performance criteria; motivating others; negotiating and handling conflict; reflecting on own and others' practice in order to improve own/ others' actions.
Satisfactory pass: 50 - 69%	Satisfactory or good knowledge/ depth of understanding.	Satisfactory or good analysis/ evaluation: coherent, comprehensive and well- founded; depth of engagement.	Satisfactory or good synthesis/ creativity: degree of autonomy, innovation, originality; success in offering significant insight into an issue, or measured against performance criteria.	Satisfactory or good self-appraisal; critical reflection on, and action to develop, own practice.	Satisfactory or good planning and management of learning: appropriateness, comprehensiveness and innovation in selection and use of resources; effectiveness, efficiency, ethics and professionalism in planning and conducting work.	Satisfactory or good communication/ presentation: cogent use of appropriate styles and tools.	Satisfactory or good psycho- motor skills: smooth, precise and efficient performance; ability to adapt effectively to unusual and expected situations.	Satisfactory or good interactive and group skills: group success measured against performance criteria; motivating others; negotiating and handling conflict; reflecting on own and others' practice in order to improve own/ others' actions.

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Marginal Fail: 40 – 49%	Unsatisfactory knowledge and understanding.	Unsatisfactory analysis/ evaluation.	Unsatisfactory synthesis/ creativity.	Unsatisfactory self-appraisal.	Unsatisfactory planning and management of learning.	Unsatisfactory communication / presentation.	Unsatisfactory psycho-motor skills.	Unsatisfactory interactive and group skills.
Fail: 0-39%	Poor knowledge and understanding.	Poor analysis/ evaluation.	Poor synthesis/ creativity.	Poor self-appraisal	Poor planning and management of learning.	Poor communication/ presentation	Poor psycho-motor skills.	Poor interactive and group skills.

5.15 Module assessments

Part 1	Week 1 -4	Week 5	Week 6
English for Academic Purposes for Postgraduate Level 1	Formative	Formative	Formative
Research Methods for Postgraduate Level		Formative	Group Presentation 100%
Principles of Business and Management		Formative	Individual Report 100% (2000 words)
Business Strategy			Group Presentation 100%
Independent Research Project		Formative	Outline plan (800-1000 words)
Part 2	Week 1 -4	Week 5	Week 6
English for Academic Purposes for Postgraduate Level 2		Reading and Comprehension Exercise 50%	Presentation 25% Listening Activity 25%
Independent Research Project			Research Report 80% (3,500 words) Viva 20%
Business Strategy			Business Report 100% (2000 words)
International Business		Exam 50%	Essay 50% (2000 words)

6 CAREERS

Bath Spa University Careers (www.bathspa.ac.uk/careers) can help you develop your career in a number of ways:

- Offering personalised careers advice;
- Putting you in contact with employers through a mentoring programme;
- Inviting employers to campus to promote their opportunities;
- Giving you access to the careers resource library;
- Coordinating work placements tailored to your needs;
- Signposting you to advertised positions and keeping you up-to-date with trends in the job market;
- Advising on further study.

7 HOW WE SUPPORT YOU

7.1 We aim to achieve the following:

- To establish a culture in which you are encouraged to talk to staff and staff to you;
- To ensure you feel valued as the major element in our academic community;
- To demonstrate understanding, compassion and respect for you as a Bath Spa Global student;
- To communicate in a language that is clear and straightforward;
- To establish a consistency of communication approaches within Bath Spa University;
- To share and develop 'best practice' initiatives;
- To meet the requirements of both internal and external quality assessors.

7.2 Personal Tutor

When you join the MAP you will be assigned a personal tutor who will remain in this role for your whole programme. This is an important role for you as this tutor will act as a mentor and an academic support. At the beginning of your study you will meet your personal tutor. We recommend you contact your personal tutor regularly as per the timetable, from 2 hours per week.

7.3 Guidelines

Discussing and talking with students is an enjoyable and rewarding element of a tutor's role. You need to see in these activities a consistent and coherent approach that will reflect your expectations of the system. From your perspective this will primarily centre on our availability for tutorials and responses to e-mails or voice-mail.

7.4 Can you expect to see staff informally?

Tutors are always happy to be approached by you but the response to an informal approach will entirely depend on the circumstances of the moment. The recommended practice is to address the key issues immediately and then, if a further conversation is required, ask you to book a follow-up meeting to discuss the other or less important issues. This booking should be made there and then to ensure you are confident the remaining issues will be discussed at the date set.

7.5 When can you expect to meet with us?

Module Handbooks will have details about how to contact the tutors on your modules. Contact details are also listed on Minerva and staff will post office hours when they are available without appointment.

7.6 Language we use when talking to you

It is expected that 'simple English' will be used both in the written and oral context. This is becoming increasingly important particularly when English is not your first language. Tutors need also to reflect on the tone, the pace and the use of colloquialisms and 'buzz-words', all of which influence the value of the communication process.

7.7 When can you expect to receive a response from e-mail or voice mail?

Tutors will reply to e-mail and voicemail, where possible within 24 hours but, always within 2 working days. There are times when this will not be possible, for example, at times of annual leave, sickness and other absences, so staff will observe accepted courtesy on these occasions.

7.8 Your e-mail address (BSU and personal)

Your Bath Spa University e-mail account has already been set up for you, using the first name and last name that you have supplied separated by a full stop, along with the year that you started at BSU then [@bathspa.ac.uk](mailto:laura.trott2015@bathspa.ac.uk), e.g. laura.trott2015@bathspa.ac.uk. You must use

your BSU e-mail account because this is the e-mail address that staff will use to communicate with you. Remember that you can access your e-mail remotely using Google web mail, which is also available from the main page of the BSU website. It can be a good idea to redirect your BSU mail to another e-mail address (one that you check more regularly), so that you do not miss any important announcements or information from the university.

Further information on your email account, is available on-line at:

it-help.bathspa.ac.uk/email/login.html

You can set up a message rule to forward all your BSU messages to a preferred e-mail address. To learn how visit:

it-help.bathspa.ac.uk/email/email-forward.html

You can use web mail to search for student or staff e-mail addresses by name in the mail contacts area.

Staff e-mail addresses follow the format:

initial.surname@bathspa.ac.uk e.g. j.bloggs@bathspa.ac.uk

8 HOW WE ASSURE THE QUALITY OF THE COURSE

Before the course started, a process of course approval took place which included consultation with academic and industry experts. The following was checked:

- There would be enough qualified staff to teach the course;
- Adequate resources would be in place;
- Overall aims and objectives are appropriate;
- Content of the course meets requirements of Quality Assurance Agency for Higher Education and European Standards and Guidelines;
- The course maps to subject benchmarks;
- The course meets any professional/statutory body requirements;
- Internal quality criteria such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

9 HOW WE MONITOR THE QUALITY OF THE COURSE

The quality of the course is annually monitored through evaluating:

- Peer review of academic practice and individual staff development review;
- University surveys;
- Statistical information (considering issues such as pass rates);
- Student feedback (including module evaluation questionnaires).

The course team use this information to undertake monitoring, which in turn, is monitored by the Academic Director and the quality measurement processes of Bath Spa University.

9.1 Other approaches to maintaining standards

9.1.1 Moderation

A 20% sample from all assessments in all modules (at all levels) is 'moderated' by a member of the MAP team. This means a second opinion is given to ensure the original marking is consistent and in line with expected standards.

9.1.2 Feedback

Quality may be defined as 'consistent conformance to customer expectation'. The true guardian of standards will be you, the student, and your feedback and level of satisfaction will be a major influence on our performance. See section below for how we obtain feedback from all our stakeholders.

9.2 Obtaining Feedback from our Principal Stakeholders

9.2.1 The objectives of obtaining feedback

The aim of the Bath Spa University team is to deliver an educational programme that consistently meets the needs and expectations of our stakeholders, thereby ensuring that a profitable, rewarding and enduring relationship exists between the team and these stakeholders. These stakeholders are the programme's current, past and future students, their employers, higher education's quality assurance institutions and our own staff.

In order to ensure that this aim is met, the team has developed procedures for obtaining reliable and relevant feedback from our stakeholders. These procedures aim to achieve three objectives:

1. To assess whether the Bath Spa University Programme is consistently meeting the needs and expectations of our different stakeholders.
2. To ensure that any new developments in the Bath Spa University Programme reflect the changing needs and expectations of our stakeholders.
3. To demonstrate to those responsible for overseeing the achievement of quality standards in the Bath Spa University Programme are appropriate and robust quality assurance systems are in place.

As a consequence of meeting of these objectives:

- Staff will be in possession of data that will enable them to make realistic and balanced assessments of the quality of their teaching and to make informed and intelligent decisions about Bath Spa University Programme's future direction.
- Stakeholders will have confidence that the Bath Spa University Programme reflects their needs and expectations.
- Those responsible for overseeing the achievement of quality standards in the Bath Spa University Programme will have confidence that these standards are being attained and maintained.

10 LISTENING TO THE VIEWS OF STUDENTS

Student feedback is important to us and is obtained through:

- Module evaluations (interim and end of year);
- Student representation on course committees;
- Personal tutor and module leader.

Bath Spa University students will complete evaluation questionnaires for all their modules at the end of each term.

11 THE ROLE OF THE ACADEMIC STUDENT FORUM

Academic Student Forum Broad Objectives:

The Academic Student Forum is set up to give a greater voice to students studying with Bath Spa Global. The Forum provides a platform where student representatives can meet with relevant staff members to discuss any and all issues arising out of their studies and experience at Bath. The student representatives to the Forum will contribute to shaping the Programme by providing the decision makers here with direct access to a diverse range of

students' opinions. The Forum is also an important point of contact where staff can keep students informed about changes to BSU's or BSG's policies that might affect their student experience. You will meet once with the Programme Management team in your 12 weeks, and the outcome of this with a response will be posted on Minerva.

12 LISTENING TO THE VIEWS OF OTHERS

The views of other interested parties are obtained:

12.1 Past students

Graduates, as they move from studying into their first full-time jobs, are obviously well placed to assess to what extent the Bath Spa University MAP has successfully prepared them for the world of work

12.2 Employers

Regular feedback from employers is essential for the successful future development of the Bath Spa University Programme. We invite employers to visit and to actively engage with you. Please take all the opportunities we provide in this programme of visiting speakers and those provided through the University Departments.

13 HYPERLINKS TO APPROPRIATE REGULATIONS, POLICIES AND GUIDANCE

- [Student General Regulations](http://www.bathspa.ac.uk/regulations/student-general-regulations) (<http://www.bathspa.ac.uk/regulations/student-general-regulations>)
- [Academic Regulations](http://www.bathspa.ac.uk/regulations/academic-regulations) (<http://www.bathspa.ac.uk/regulations/academic-regulations>)
- [Taught Postgraduate Framework \(TPF\) regulations](https://www.bathspa.ac.uk/Media/StudentServices/TPF%202016-17.pdf) (<https://www.bathspa.ac.uk/Media/StudentServices/TPF%202016-17.pdf>)
- [Unfair practice policy](http://www.bathspa.ac.uk/regulations/unfair-practice) (<http://www.bathspa.ac.uk/regulations/unfair-practice>)
- [Mitigating circumstances policy](http://www.bathspa.ac.uk/Media/StudentServices/Bath-Spa-University-Mitigating-Circumstances-guidance-2016.pdf) (<http://www.bathspa.ac.uk/Media/StudentServices/Bath-Spa-University-Mitigating-Circumstances-guidance-2016.pdf>)
- [Referencing guidance](http://www.bathspa.ac.uk/referencing) (<http://www.bathspa.ac.uk/referencing>)
- [Complaints procedure](http://www.bathspa.ac.uk/regulations/complaints-policy) (<http://www.bathspa.ac.uk/regulations/complaints-policy>)

14 STAFF PROFILES

Dr David Black has a BSc in Music from City University London, and MSc in Development, Administration and Planning as well as another MSc in Social Science Research Methods, both from Bristol University, and a PhD in Politics from Bristol University. He has research interests in global governance of migration and asylum, racism and class inequality, as well as theories of ideology and 'cultural political economy'. He has taught at the University of Bristol, the University of West of England, University of Southampton and Bath Spa University.

Adila Khan has an MBA from the University of South Wales, an ILM level 5 Certificate in Management and a PGCE from the University of Wales, Trinity St David. She has also gained a HNC in Business Management, a Postgraduate Certificate and Diploma in Management from the UK. She previously completed her MA in English Literature and BA in Psychology & English Literature from the Punjab University in Pakistan. She is presently studying for a PhD in Entrepreneurship. She has been teaching in the Business area at Bath Spa University and Bath Spa Global at Undergraduate and Postgraduate levels. In addition, she has taught Business and Social Justice & Inclusion at the University of Wales, Trinity St David.

As a successful entrepreneur, she has been running an international educational consultancy and training company across 7 countries since 2005. In the establishment and running of her successful international business (in the UK, Indian sub-continent, China and the Far East), she has gained in-depth knowledge and practical experience in the following areas: leadership, visionary skills, business strategy, planning, operations, marketing (including e-marketing), finance & accounting, human resources, teamwork, communications, negotiations, teaching/training, cultural awareness and technology usage. This practical business experience feeds directly into her teaching and research.

Robert Whitehouse is a lecturer at Bath Spa University, as well as at INTO Gloucestershire. He has an MSc in Leading Technology Enhanced Learning from UWE (University of the West of England), and has been a director of a web-based clothing company, as well as having 8 years' experience in the leisure industry. He also has BAEd from the University of Worcester.

Alistair Wilkinson teaches English for Academic Purposes. He has over 10 years' experience in the classroom and as a manager. He was awarded a BSc in Psychology and Cognitive Science from the University of Sheffield, then gained a Trinity College TESOL and a Cambridge DELTA from International House in London. He was Head of English then Academic Manager at the London Institute of Technology and English, then the Foundation Programme Manager at the International Study Centre at Kingston University. He is currently an external examiner for the University of Greenwich's International Foundation Diploma.

Dr Sarah J McKenzie is the overall Academic and Managing Director of the Programme and will be guest lecturing on various modules. After completing her MA and PhD in Early Modern Literature at the University of Warwick, she taught American students on a study abroad programme at Harlaxton College, Grantham. She has 15 years of experience with international students from the US and China, as well as many other countries. She was the Chief Academic Officer of CAPA International Education with oversight of centres in Sydney, Florence, Madrid and London before becoming the Academic Director of INTO City University in London until June this year when she joined Bath Spa University. She has been a senior manager in international education for the past 10 years, working with diverse faculty and students. Her background in teaching Shakespeare and literature and British history and culture to a wide range of students has helped her to develop a holistic approach to education, combining high quality content with cultural and social context.

Roland Bushell is an experienced lecturer with extensive interests and a career that has developed across a range of professional and academic disciplines. After graduating from University College of North Wales (now Bangor University) with an economics degree, Roland was employed as a manager in a Welsh textiles business. He then progressed to a systems manager with two major UK-based fast-moving consumer goods (FMCG) businesses: Great Universal Stores (GUS) and Marks & Spencer. He eventually progressed to departmental roles with Regent's University in London, Bournemouth University and the University of Wales. He also received an MBA from City, University of London. In his career, Roland has worked on the statistical evaluation of the London Mayor's Office Congestion Charge scheme, and the 'culture change' programme that contributed to the successful privatisation of the Royal Mail in 2012.

15 EQUAL OPPORTUNITIES STATEMENT

Bath Spa University welcomes diversity amongst its students, staff and visitors, recognising the contributions that can be made by individuals from a wide range of backgrounds and experiences. Our equal opportunities statement is available [here](#).

(<http://www.bathspa.ac.uk/Media/quality-and-standards/Equality%20of%20Opportunity%20for%20inclusion%20in%20Student%20Handbooks.docx>)

Should you have any concerns at any time regarding your course, any of the information contained within the Handbook, or any other aspect of university life, you should discuss this in the first instance with your personal tutor who will assist you in identifying the types of support available to you. Examples of these types of support are:

- Arranging appropriate teaching and examination arrangements;
- Assisting with the provision of scribes, readers, note takers or interpreters;
- Assisting you with applications for financial assistance;
- Assisting you with any concerns you may have regarding any work experience you may undertake;
- Helping you to identify technology and other support appropriate to individual needs;
- Advising on study and arranging loan of equipment;
- Liaising with members of academic staff in relation to access to the curricula.

16 MODULES IN THE MASTER'S ACCELERATOR PROGRAMME

Part 1

Code	IY7001	
Title	English for Academic Purposes for Postgraduate Study 1	
Programme	Bath Spa University MAP	
Contact time	4 hours per week (seminars)	
Module Co-ordinator	Alistair Wilkinson	
Description & Aims		
<p>This module will prepare students for studying in English at postgraduate level. It focuses on listening, speaking, reading and writing in English in the context of academic skills. It aims to prepare students for reading and understanding academic texts; listening to lectures and participating in seminars; giving presentations; and writing in a critical and academic manner. The module is aimed at supporting students in becoming independent learners and in understanding the language skills needed to be successful at postgraduate level. The module will use weekly discussion topics as tools to lead and apply learning.</p>		
Outline Syllabus & Teaching and Learning Methods		
<p>This module will involve 4 hours contact time and 4 hours directed self-study per week. The module takes a holistic approach to learning and uses a varied approach to learning. The module will be interactive and students will be encouraged to work both in groups and independently, to contribute to class discussions, to be involved in peer assessment and to problem solve and give presentations.</p> <p>Skills covered will include:</p> <ul style="list-style-type: none"> • Understanding and presenting information; • Understanding academic texts; • Note taking and summarising; • Using academic sources; • Referencing skills; • Essay writing; • Creating a line of argument. 		
Intended Learning Outcomes		How Assessed
<p>On successful completion of this course, students will be able to:</p> <p>English Language outcomes</p> <p>Read academic texts at IELTS 6.0 level</p> <p>Write at IELTS level 6.0 in an academic context</p> <p>Discuss academic subjects effectively at IELTS level 6.0</p> <p>Understand and respond to spoken English at IELTS 6.0 level</p> <p>Use a range of vocabulary appropriate to IELTS level 6.0</p>		<p>B and C</p> <p>B and C</p> <p>A and D</p> <p>E and A</p> <p>All</p>

<p>English for Academic Purposes (EAP) outcomes</p> <p>Plan and deliver an academic presentation</p> <p>Understand how to approach and select appropriate academic sources</p> <p>Understand how to take critical notes and summarise findings</p> <p>Be able to plan and write essays and reports</p> <p>Understand how to create and support a line of argument</p> <p>Reference and cite texts effectively using the Harvard referencing system</p> <p>Contribute to seminars and class discussions</p> <p>Demonstrate an ability to work independently</p>	<p>D</p> <p>B</p> <p>C and E</p> <p>B</p> <p>A and B</p> <p>B</p> <p>A</p> <p>B and D</p>
<p>Assessment Scheme</p>	<p>Weighting %</p>
<p>Formative:</p> <p>A. Class discussions</p> <p>B. Creating essay plans</p> <p>C. Reading and comprehension exercises</p> <p>D. Presentation</p> <p>E. Listening Activity</p>	<p>0%</p> <p>0%</p> <p>0%</p> <p>0%</p> <p>0%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>The core text for this module is:</p> <ul style="list-style-type: none"> de Chazal, E. & McCarter, S. (2013) <i>Oxford EAP Upper-Intermediate/B2</i>. Oxford: Oxford University Press. <p>The supporting study skills text will be:</p> <ul style="list-style-type: none"> Cottrell, S. (2013) <i>The Study Skills Handbook</i>, Palgrave Study Guides, 4th Edition, Basingstoke: Palgrave Macmillan. <p>In addition to these core texts, supplementary learning materials will be selected by tutors, as appropriate.</p>	

Code	IY7008
Title	Research Methods for Postgraduate Level
Programme	Bath Spa University MAP
Contact time	4 hours per week (lectures/seminars)
Module Co-ordinator	Dr David Black
Description & Aims	
<p>This module will be split into two strands: primary research skills and secondary research skills.</p> <p>The primary research skills section of the module aims to walk students through the process of conducting primary research. The classes will start by looking at the different forms of primary research before moving on to create and conduct a survey according to good professional practice. The students will then be taught how to work with the data gathered and to present it in the form of a report, complete with appropriate graphs and tables.</p> <p>The secondary research skills section of the module centres on using a variety of modes of secondary research and understanding how to source, read and create critical research. It follows the secondary research process by starting with explaining the range of research that exists and the tools available for searching for relevant literature. The module works through the process of moving from generalised secondary sources to more specialised ones and from there to creating a literature review which clearly evaluates the quality and arguments of the sources. The module will explain the relevance of the literature review to current academic practice and will go over the structures need to produce high quality, analytical reports, essays and research projects.</p> <p>It will finally look at how to edit and assess your work, including a brief look at using the university mark scheme to assess your work with some peer review activities. This module will aim to support students in designing a research question for their research project as well as helping them to start planning their research process.</p>	
Outline Syllabus & Teaching and Learning Methods	
<p>The module consists of four hours of teaching a week. These sessions will be a combination of lectures and seminars. There will be a high level of practical work, such as critical reading exercises, and students will be expected to actively engage with the subject.</p> <p>This module includes:</p> <ul style="list-style-type: none"> • An overview of primary research <ul style="list-style-type: none"> ○ The strengths and weaknesses of quantitative and qualitative data ○ Research ethics and legal restraints/University procedure ○ Sampling theory including the issues of sample sizes and selection bias. ○ How to create a survey ○ How to organise and analyse data including: uni and bivariant analysis, frequency tables, contingency tables, measures of central tendency and measures of dispersion. ○ How to present data in a professional format • An overview of secondary research <ul style="list-style-type: none"> ○ How to conduct a literature search ○ Recognising good quality sources 	

- Reading sources critically
- Writing research proposals
- Planning and writing reports, essay and projects
- Creating a line of argument
- Editing and assessing the quality of your work

The module will feed into IY7009 Principles of Business and Management in that it will support students in writing a literature review which will be included in the report assignment for Principles of Business and Management.

Intended Learning Outcomes	How assessed
<p>Personal development, employability and academic skills On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> ● Feel confident in approaching different types of research; ● Understand the importance of critical thinking in postgraduate level work; ● Critically appraise sources and communicate your findings to others; ● Understand the importance of evidence based research at postgraduate level; ● Plan and execute a small scale piece of primary research; ● Use software/ICT to analyse data; ● Appreciate the complexities in creating a credible piece of primary research; ● Work with others to conduct research. <p>Knowledge On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> ● Understand the differences between primary and secondary research; ● Recognise good quality research; ● Assess the strengths and weaknesses of either a primary research based report or a literature review; ● Plan and carry put a critical literature review; ● Plan a large scale piece of secondary research; ● Understand how to efficiently analyse data; ● Understand the legal and ethical constraints and guidelines to be used in collecting data; ● Correctly use significance tests and confidence levels to demonstrate the significance of your findings; ● Select appropriate graphs and tables to accurately demonstrate results; ● Create conclusions based upon the findings of primary research. 	<p>A, B B, C, H B,C, D, H B,D, H G F, G E G, H</p> <p>A A, B, D, H B D, H D F E F, G G G</p>

Assessment Scheme	Weighting %
<p>Formative:</p> <ul style="list-style-type: none"> A. Library exercise (finding quality resources) B. Critical reading exercises C. In class presentations D. Literature review E. Class discussion on planning research F. Graphs and Tables exercise G. Report writing exercises 	<p>0%</p> <p>0%</p> <p>0%</p> <p>0%</p> <p>0%</p> <p>0%</p> <p>0%</p>
<p>Summative:</p> <ul style="list-style-type: none"> H. Group Presentation (15 minutes) 	<p>100%</p>

Reading Lists/Key Texts & Websites

The core texts for this module are:

- Bryman, A (2012) *Social Research Methods* 4th ed. Oxford: Oxford University Press.
- Jesson, J. K., Matheson, L. and Lacey, F. M. (2011) *Doing your literature review: traditional and systematic techniques*. London: SAGE.
- Rumsey, S. (2008) *How to Find Information: A Guide for Researchers* (2nd ed). London: SAGE.
- Smailes J & McGrane A (2000) *Essential Business Statistics* London: Financial Times Prentice Hall
- Whigham D (2008) *Business Data Analysis Using Excel* Oxford: Oxford University Press

In addition to the core texts, supplementary learning materials will be selected by tutors, as appropriate.

The supporting study and language skills texts will be:

- Cottrell, S. (2013) *The Study Skills Handbook*, Palgrave Study Guides, 4th Edition, Basingstoke: Palgrave Macmillan.
- de Chazal, E. & McCarter, S. (2013) *Oxford EAP Upper-Intermediate/B2*. Oxford: Oxford University Press.

Code	IY7009
Title	Principles of Business and Management
Programme	Bath Spa University MAP
Contact time	6 hours per week (lectures/seminars)
Module Co-ordinator	Adila Khan
Description & Aims	
<p>The intent of this module is to provide a critical synopsis of some of the main structures and ideas in business and management. The module draws upon current research and thinking to provide students with a theoretical basis for understanding what an organisation is, what the role of a manager is and some of the key functions and issues within an organisation.</p>	

Students will learn about the way organisations are structured and will look at the cultures they develop and the resources that they use. It will analyse the importance of organisational strategy before discussing current research on innovation and creativity in business and debates in Human Resource Management, Financial Management and Supply Chain and Operations Management.

The module will explain how the functions of businesses link in with other academic subjects and the importance of a holistic approach to business and management. This module should provide a firm knowledge base for students entering on to any of the Business and Management postgraduate programmes at Bath Spa University and will focus on analytical research based approach to discussions and assignments.

Outline Syllabus & Teaching and Learning Methods

Students will attend one one-hour lecture a week, supported by five hours of seminars. The lectures will be used to introduce students to topics and the seminars will aim to engage students in actively approaching the topic in order to deepen their learning. The seminars are aimed at allowing students the opportunity to analyse the subject and will frequently use case studies and real life examples to help students discuss the topic.

This module includes:

- Why study business and management?;
- What is an organisation?;
- Organisational structures;
- Organisational strategy;
- The culture of an organisation;
- Innovation and creativity in business;
- Human resource management;
- Financial management.

Intended Learning Outcomes	How assessed
<p>Personal development, employability and academic skills On successful completion of this module you will:</p> <ul style="list-style-type: none"> • Understand the importance of a multidisciplinary approach to business and management; • Use examples and case studies to demonstrate understanding and ideas about business and management; • Be familiar with using business reports and data from businesses; • Critically read and debate business and management texts; • Contribute towards class discussions. <p>Knowledge On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Understand and evaluate organisational structure and strategies; • Analyse the importance of organisational culture; • Connect case studies to the functions of organisations; 	<p>A</p> <p>A, C, D</p> <p>D</p> <p>D</p> <p>A, C</p> <p>A, B, D</p> <p>A, C D</p>

<ul style="list-style-type: none"> Critically discuss, using examples, the nature of successful organisations. 	
Assessment Scheme	Weighting %
Formative: <ul style="list-style-type: none"> A. Class discussions B. Group presentations C. Case study activities 	0% 0% 0%
Summative: <ul style="list-style-type: none"> D. Business report (2000 words) 	100%
Reading Lists/Key Texts & Websites	
<p>The core text for this module is:</p> <ul style="list-style-type: none"> Mullins, L. (2013) <i>Management & Organisational Behaviour</i>, 10th Ed., Harlow: Pearson Education <p>Additional texts are:</p> <ul style="list-style-type: none"> Campbell D., Edgar D. and Stonehouse G. (2011) <i>Business Strategy: An Introduction</i>. 3rd Ed. Basingstoke: Palgrave Macmillan Hales, C. (2001) <i>Managing through organisation: the management process, forms of organization and the work of managers</i>. 2nd Ed. London: Thomson Learning Johnson, G., Scholes, K. and Whittington, R. (2008) <i>Exploring Corporate Strategy</i> Harlow: Pearson Education limited. Porter, M. E. (1980) <i>Competitive Strategy: Techniques for Analyzing Industries and Competitors</i> New York: The Free Press. <p>In addition to the core texts, supplementary learning materials will be selected by tutors, as appropriate.</p> <p>The supporting study and language skills texts will be:</p> <ul style="list-style-type: none"> Cottrell, S. (2013) <i>The Study Skills Handbook</i>, Palgrave Study Guides, 4th Edition, Basingstoke: Palgrave Macmillan. de Chazal, E. & McCarter, S. (2013) <i>Oxford EAP Upper-Intermediate/B2</i>. Oxford: Oxford University Press. 	

Code	IY7004	
Title	Business Strategy 1	
Programme	Bath Spa University MAP	
Contact time	6 hours per week (lecture and seminar)	
Module Co-ordinator	Adila Khan	
Description & Aims		
<p>The two Business Strategy modules look at the various approaches to strategy that are used by businesses. The modules aim to introduce students to traditional ideas about strategy alongside some of the more modern and innovative methods found to be successful by businesses. The module will examine some of the key models used in the business world and consider current research on the issue.</p> <p>The modules will aim to use the topics to utilise and advance the students' academic skills and critical analysis of research. Students will be expected to support their arguments by finding evidence and examples from their own research and will use both writing skills and presentation skills to demonstrate their understanding and ability to synthesise knowledge.</p>		
Outline Syllabus & Teaching and Learning Methods		
<p>Learning methods on this module will focus on supporting students in reading and understanding current research and developing lines of argument which the students will learn to defend. To do this, students will be required to do a high level of reading in order to support class discussions and debates. Ideas will be introduced in a weekly lecture before weekly readings of current research are used to stimulate debates in weekly seminars.</p> <p>This module includes:</p> <ul style="list-style-type: none"> • Strategy and the business environment • Strategic capability • Strategic purpose • Business level strategy • Corporate level strategy • International strategy • Innovation and entrepreneurship 		
Intended Learning Outcomes		How assessed
<p>Personal development, employability and academic skills On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding and awareness of the strategic process • Demonstrate an ability to critically analyse current research and develop arguments discussing them • Critically examine and respond to the arguments of others in class debates <p>Knowledge On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Prepare and present critical arguments on strategic planning • Analyse and comment on a number of key model and concepts related to the topic 		<p>A, B, D</p> <p>A, D</p> <p>A, C</p> <p>C, D</p> <p>A, B, D</p>

<ul style="list-style-type: none"> Contribute to critical discussions on current strategic methods 	A, D
Assessment Scheme	Weighting %
Formative: <ul style="list-style-type: none"> A. Class debates B. Written answer exercises 	0% 0%
Summative: <ul style="list-style-type: none"> C. Group Presentations (10 minutes) D. Business Report (2,000 words) 	50% 50%
Reading Lists/Key Texts & Websites	
<p>The core texts for this module are:</p> <ul style="list-style-type: none"> Johnson, G., Scholes, K. and Whittington, R. (2008) <i>Exploring Corporate Strategy</i>. Harlow: Pearson Education. Mintzberg, H. (1994) <i>The Rise and Fall of Strategic Planning</i>. New York: The Free Press. Mintzberg, H. (2003) <i>The Strategy Process: Concepts, Contexts, Cases</i>. Harlow: Pearson Education. Pascale, R. (1990) <i>Managing on the Edge</i>. London: Penguin Books. Porter, M. E. (1980) <i>Competitive Strategy: Techniques for Analyzing Industries and Competitors</i>. New York: Free press Stacey, R.D. (2007) <i>Strategic Management and Organisational Dynamics</i>. Harlow: Pearson Education. <p>In addition to the core texts, supplementary learning materials will be selected by tutors, as appropriate.</p> <p>The supporting study and language skills texts will be:</p> <ul style="list-style-type: none"> Cottrell, S. (2013) <i>The Study Skills Handbook</i>, Palgrave Study Guides, 4th Edition, Basingstoke: Palgrave Macmillan. de Chazal, E. & McCarter, S. (2013) <i>Oxford EAP Upper-Intermediate/B2</i>. Oxford: Oxford University Press. 	

Code	IY7011	
Title	Independent Research Project 1	
Programme	Bath Spa University MAP	
Contact time	2 hours per week (seminars/tutorials)	
Module Co-ordinator	Dr David Black	
Description & Aims		
<p>The two Independent Research Project modules are an opportunity for students to bring together all the skills learnt on the programme. The students will research and write an individual research project. This project will be based on secondary research and a research question related to their future postgraduate studies. The module is aimed at preparing students for writing their postgraduate dissertation and will provide support for the student throughout the research, writing up and editing process.</p> <p>The end result will be a 3,500 word research report which will critically address the student's research question while showcasing the student's ability to analyse research and present it in an academic and professional manner. All students will submit the project at the end of Part 2.</p>		
Outline Syllabus & Teaching and Learning Methods		
<p>This module will have two hours of seminars and/or tutorials a week. These will be focused on providing support for the students as they progress through the research project. While some skills will be covered in seminars, most sessions will take a tutorial approach where students will bring their research work to sessions in order to demonstrate their progress and discuss issues with their tutor. Students will use much of the class time to do practical work towards their projects.</p> <p>Skills covered will include:</p> <ul style="list-style-type: none"> • Choosing a research topic • Creating a schedule for your research project • Undertaking the research process • Working with a supervisor • Understanding the mark scheme • Referencing your project 		
Intended Learning Outcomes		How assessed
<p>Personal Development, Employability and Academic Skills On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Confidently take a research project from start to finish • Demonstrate individual research skills • Understand how to work with a supervisor and take advice • Defend your work and explain your research process <p>Knowledge and understanding On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Understand how to critically approach a research question • Demonstrate a deep understanding of your subject area 		<p>C A, C B D</p> <p>C C</p>

Assessment Scheme	Weighting %
<p>Formative:</p> <ul style="list-style-type: none"> A. Project proposal B. Supervisor meetings <p>Summative (assessed at end of Part 2):</p> <ul style="list-style-type: none"> C. Research Project (3,500 words) D. Viva 	<p>0%</p> <p>0%</p> <p>85%</p> <p>15%</p>
Reading Lists/Key Texts & Websites	
<p>The core texts for this module are:</p> <ul style="list-style-type: none"> • Bell J (1999) <i>Doing Your Research Project</i> (3rd ed). London: Open University Press. • Hart, C. (2001) <i>Doing a literature search: A comprehensive guide for the social sciences</i>. London: SAGE. • Jesson, J. K., Matheson, L. and Lacey, F. M. (2011) <i>Doing your literature review: traditional and systematic techniques</i>. London: SAGE. • Rumsey, S. (2008) <i>How to Find Information: A Guide for Researchers</i> (2nd ed). London: SAGE. • Saunders, M. and Lewis, P. (2012) <i>Doing Research in Business and Management: an essential guide to planning your project</i>, London: FT Prentice Hall • Swetnam, D. (2004) <i>Writing your Dissertation</i> (3rd ed) Oxford: How To Books <p>In addition to the core texts, supplementary learning materials will be selected by tutors, as appropriate.</p> <p>The supporting study and language skills texts will be:</p> <ul style="list-style-type: none"> • Cottrell, S. (2013) <i>The Study Skills Handbook</i>, Palgrave Study Guides, 4th Edition, Basingstoke: Palgrave Macmillan. • de Chazal, E. & McCarter, S. (2013) <i>Oxford EAP Upper-Intermediate/B2</i>. Oxford: Oxford University Press. 	

Part 2

Code	IY7002	
Title	English for Academic Purposes for Postgraduate Study 2	
Programme	Bath Spa University MAP	
Contact time	4 hours per week (seminar)	
Module Co-ordinator	Alistair Wilkinson	
Description & Aims		
<p>The aim of this module is to build on progress made during the English for Academic Purposes for Postgraduate 1 module by continuing to improve the students' English language control and range, and to develop their academic skills.</p> <p>This module will aim to support the other modules on the MAP, in particular IY7011 Independent Research Project 1 and IY7012 Independent Research Project 2. During this module, students will continue to develop their research skills and will particularly focus on demonstrating critical thinking in their writing and presentations. Like in the first term, this module will prepare students for studying in English at postgraduate level and will centre on the four areas of listening, speaking, reading and writing in English in the context of academic skills. The module will use weekly discussion topics as tools to lead and apply learning.</p>		
Outline Syllabus & Teaching and Learning Methods		
<p>This module will involve 4 hours of contact time and 5 hours of directed self-study per week. The module takes a holistic approach and uses a varied approach to learning. The module will be interactive and students will be encouraged to work both in groups and independently; to contribute to class discussions; to be involved in peer assessment and to problem solve and give presentations.</p> <p>Skills covered will include:</p> <ul style="list-style-type: none"> • Understanding and presenting information; • Understanding academic texts; • Note taking and summarising; • Using academic sources; • Referencing skills; • Essay writing; • Creating a line of argument. 		
Intended Learning Outcomes		How assessed
<p>On successful completion of this course, students will be able to:</p> <p><u>English Language outcomes</u></p> <ul style="list-style-type: none"> • Read academic texts at IELTS 6.0 level • Write at IELTS level 6.0 in an academic context • Discuss academic subjects effectively at IELTS level 6.0 • Understand and respond to spoken English at a IELTS 6.0 level • Use a range of vocabulary appropriate to IELTS level 6.0 		<p>C and D</p> <p>C and D</p> <p>A and E</p> <p>A and F</p> <p>All</p>

<p><u>English for Academic Purposes (EAP) outcomes</u></p> <ul style="list-style-type: none"> • Plan and deliver an academic presentation • Understand how to approach and select appropriate academic sources • Understand how to take critical notes and summarise findings • Be able to plan and write essays and reports • Understand how to create and support a line of argument • Reference and cite texts effectively using the Harvard referencing system • Contribute to seminars and class discussions • Demonstrate an ability to work independently 	<p>E B B B B B A B, C and D</p>
<p>Assessment Scheme Weighting %</p>	
<p>Formative:</p> <ul style="list-style-type: none"> A. Class discussions B. Creating essay plans C. Reading comprehension exercises <p>Summative:</p> <ul style="list-style-type: none"> D. Reading comprehension exam E. Individual presentation F. Listening exam 	<p>0% 0% 0% 50% 25% 25%</p>
<p>Reading Lists/Key Texts & Websites</p>	
<p>The core text for this module is:</p> <ul style="list-style-type: none"> • de Chazal, E. & McCarter, S. (2013) <i>Oxford EAP Upper-Intermediate/B2</i>. Oxford: Oxford University Press. <p>The supporting study skills text will be:</p> <ul style="list-style-type: none"> • Cottrell, S. (2013) <i>The Study Skills Handbook</i>, Palgrave Study Guides, 4th Edition, Basingstoke: Palgrave Macmillan. <p>In addition to these core texts, supplementary learning materials will be selected by tutors, as appropriate.</p>	

Code	IY7012	
Title	Independent Research Project 2	
Programme	Bath Spa University MAP	
Contact time	6 hours per week (seminars/tutorials)	
Module Co-ordinator	Dr David Black	
Description & Aims		
<p>The two Independent Research Project modules are an opportunity for students to bring together all the skills learnt on the programme. The students will research and write an individual research project. This project will be based on secondary research and will be based on a research question related to their future postgraduate studies. The module is aimed at preparing students for writing their postgraduate dissertation and will provide support for the student throughout the research, writing up and editing process.</p> <p>The end result will be a 3,500 word research report which will critically address the student's research question while showcasing the student's ability to analyse research and present it in an academic and professional manner. All students will submit the project at the end of Part 2.</p>		
Outline Syllabus & Teaching and Learning Methods		
<p>This module will have 6 hours of seminars and/or tutorials a week. These will be focused on providing support for the students as they progress through the research project. While some skills will be covered in seminars, most sessions will take a tutorial approach where students will bring their research work to sessions in order to demonstrate their progress and discuss issues with their tutor. Students will use much of the class time to do practical work towards their projects.</p> <p>Skills covered will include:</p> <ul style="list-style-type: none"> • Undertaking the research process • Working with a supervisor • Understanding the mark scheme • Referencing your project • Editing your project • Preparing for the viva • Research dissemination 		
Intended Learning Outcomes		How assessed
<p>Personal Development, Employability and Academic Skills On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Confidently take a research project from start to finish • Demonstrate individual research skills • Understand how to work with a supervisor and take advice • Defend your work and explain your research process <p>Knowledge and understanding On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Understand how to critically approach a research question • Demonstrate a deep understanding of your subject area 		<p>C A, C B D</p> <p>C C</p>

Assessment Scheme	Weighting %
Formative: A. Project proposal B. Supervisor meetings Summative: C. Research Project (3,500 words) D. Viva	0% 0% 85% 15%
Reading Lists/Key Texts & Websites	
The core texts for this module are: <ul style="list-style-type: none"> • Bell J (1999) <i>Doing Your Research Project</i> (3rd ed). London: Open University Press. • Hart, C. (2001) <i>Doing a literature search: A comprehensive guide for the social sciences</i>. London: SAGE. • Jesson, J. K., Matheson, L. and Lacey, F. M. (2011) <i>Doing your literature review: traditional and systematic techniques</i>. London: SAGE. • Rumsey, S. (2008) <i>How to Find Information: A Guide for Researchers</i> (2nd ed). London: SAGE. • Saunders, M. and Lewis, P. (2012) <i>Doing Research in Business and Management: an essential guide to planning your project</i>, London: FT Prentice Hall • Swetnam, D. (2004) <i>Writing your Dissertation</i> (3rd ed) Oxford: How To Books <p>In addition to the core texts, supplementary learning materials will be selected by tutors, as appropriate.</p> <p>The supporting study and language skills texts will be:</p> <ul style="list-style-type: none"> • Cottrell, S. (2013) <i>The Study Skills Handbook</i>, Palgrave Study Guides, 4th Edition, Basingstoke: Palgrave Macmillan. • de Chazal, E. & McCarter, S. (2013) <i>Oxford EAP Upper-Intermediate/B2</i>. Oxford: Oxford University Press. 	

Code	IY7005
Title	Business Strategy 2
Programme	Bath Spa University MAP
Contact time	6 hours per week (lecture and seminar)
Module Co-ordinator	Adila Khan
Description & Aims	
<p>The two Business Strategy modules look at the various approaches to strategy that are used by businesses. The modules aim to introduce students to traditional ideas about strategy alongside some of the more modern and innovative methods found to be successful by businesses. The module will examine some of the key models used in the business world and consider current research on the issue.</p> <p>The modules will aim to use the topics to utilise and advance the students' academic skills and critical analysis of research. Students will be expected to support their arguments by</p>	

finding evidence and examples from their own research and will use both writing skills and presentation skills to demonstrate their understanding and ability to synthesise knowledge.	
Outline Syllabus & Teaching and Learning Methods	
Learning methods on this module will focus on supporting students in reading and understanding current research and developing lines of argument which the students will learn to defend. To do this, students will be required to do a high level of reading in order to support class discussions and debates. Ideas will be introduced in a weekly lecture before weekly readings of current research are used to stimulate debates in weekly seminars.	
This module includes:	
<ul style="list-style-type: none"> • Strategy and the business environment • Strategic capability • Strategic purpose • Business level strategy • Corporate level strategy • International strategy • Innovation and entrepreneurship 	
Intended Learning Outcomes	How assessed
<p>Personal Development, Employability and Academic Skills On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding and awareness of the strategic process • Demonstrate an ability to critically analyse current research and develop arguments discussing them • Critically examine and respond to the arguments of others in class debates <p>Knowledge On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Prepare and present critical arguments on strategic planning • Analyse and comment on a number of key model and concepts related to the topic • Contribute to critical discussions on current strategic methods 	<p>A, B, D</p> <p>A, D</p> <p>A, C</p> <p>C, D</p> <p>A, B, D</p> <p>A, D</p>
Assessment Scheme	Weighting %
<p>Formative:</p> <ul style="list-style-type: none"> A. Class debates B. Written answer exercises <p>Summative:</p> <ul style="list-style-type: none"> C. Group Presentations (10 minutes) D. Business Report (2,000 words) 	<p>0%</p> <p>0%</p> <p>50%</p> <p>50%</p>
Reading Lists/Key Texts & Websites	
The core texts for this module are:	

- Johnson, G., Scholes, K. and Whittington, R. (2008) *Exploring Corporate Strategy*. Harlow: Pearson Education.
- Mintzberg, H. (1994) *The Rise and Fall of Strategic Planning*. New York: The Free Press.
- Mintzberg, H. (2003) *The Strategy Process: Concepts, Contexts, Cases*. Harlow: Pearson Education.
- Pascale, R. (1990) *Managing on the Edge*. London: Penguin Books.
- Porter, M. E. (1980) *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. New York: Free press
- Stacey, R.D. (2007) *Strategic Management and Organisational Dynamics*. Harlow: Pearson Education.

In addition to the core texts, supplementary learning materials will be selected by tutors, as appropriate.

The supporting study and language skills texts will be:

- Cottrell, S. (2013) *The Study Skills Handbook*, Palgrave Study Guides, 4th Edition, Basingstoke: Palgrave Macmillan.
- de Chazal, E. & McCarter, S. (2013) *Oxford EAP Upper-Intermediate/B2*. Oxford: Oxford University Press.

Code	IY7006
Title	International Business
Programme	Bath Spa University MAP
Contact time	6 hours per week (lecture and seminar)
Module Co-ordinator	Adila Khan
Description & Aims	
This module focuses on the impact of globalisation on business and management. The module aims to introduce students to the concept of globalisation before looking in detail at how businesses and employees need to rise to the challenge of participating in global markets. Students will look at the issues of intercultural awareness and competencies as well as looking at case studies and current research referring to international business.	
Outline Syllabus & Teaching and Learning Methods	
The module aims to introduce the subject area to students whilst also building on their critical thinking skills. The weekly lectures will introduce the topic before using seminar time to discuss and reflect on relevant readings, research and case studies.	
This module includes: <ul style="list-style-type: none"> • The international business environment • International business management and development • Intercultural communications • International marketing management • International Financial management • International human resources 	

Intended Learning Outcomes	How assessed
<p>Personal Development, Employability and Academic Skills On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding and awareness of the international business environment. • Demonstrate an ability to critically analyse current research and develop arguments discussing them • Critically examine and respond to the arguments of others in written work • Critically examine and respond to the arguments of others in class debates <p>Knowledge On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> • Understand the effects of international business and how to manage a business in an international context • Analyse and comment on the issue of intercultural business communication • Contribute to critical discussions on the drivers and dimensions of international business development 	<p>A, B, C, D</p> <p>A, D</p> <p>D</p> <p>A</p> <p>A, C, D</p> <p>A, B, D</p> <p>B, D</p>
Assessment Scheme	Weighting %
<p>Formative:</p> <ul style="list-style-type: none"> A. Class debates B. Group presentations <p>Summative:</p> <ul style="list-style-type: none"> C. Exam D. Essay (2,000 words) 	<p>0%</p> <p>0%</p> <p>50%</p> <p>50%</p>
Reading Lists/Key Texts & Websites	
<p>The core text for this module is: Griffin,R.W. and Pustay, M.W. (2010), <i>International Business</i>, 6th ed. New Jersey: Pearson</p> <p>Additional texts are:</p> <ul style="list-style-type: none"> • Morrison, J. (2009), <i>International Business – Challenges in a Changing World</i>. Basingstoke: Palgrave Macmillan. • Rugman, A. M. & Collinson, S. (2012), <i>International Business</i>, 6th ed. Harlow: Pearson • Angwin, D., Cummings, S. and Smith, C. (2011), <i>The Strategy Pathfinder – core concepts and live cases</i>, 2nd ed. West Sussex: Wiley • Deresky, H. (2011), <i>International management – Managing across Borders and Cultures</i>, 7th ed., New Jersey: Pearson • Fisher, C. and Lovell, A (2006), <i>Business ethics and values: individual, corporate and international perspectives</i>, 2nd ed. Harlow: Financial Times Prentice Hall • Grant, R.M. (2010), <i>Contemporary Strategy Analysis</i>, 7th ed. West Sussex: Wiley • Johnson, D. and Turner, C. (2010), <i>International Business – Themes and Issues in the modern Global Economy</i>, 2nd ed. Oxon: Routledge • Morrison, J.(2009), <i>International business : challenges in a changing world</i>, Basingstoke: Palgrave Macmillan 	

- Robertson, C. J. (2007), *International business*, New York: McGraw-Hill Higher Education
- Som, A. (2009), *International Management – Managing the Global Corporation*, Maidenhead: McGraw-Hill Higher Education

In addition to the core texts, supplementary learning materials will be selected by tutors, as appropriate.

The supporting study and language skills texts will be:

- Cottrell, S. (2013) *The Study Skills Handbook*, Palgrave Study Guides, 4th Edition, Basingstoke: Palgrave Macmillan.
- de Chazal, E. & McCarter, S. (2013) *Oxford EAP Upper-Intermediate/B2*. Oxford: Oxford University Press.