



**LONDON SCHOOL OF COMMERCE**

**Programme Specification  
for the**

**Cardiff Metropolitan University**

**MSc in International Tourism  
Management**

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## **Programme Aims and Objectives**

The programme, which is at academic level 7 under the UK FHEQ, is designed for those who:-

- (a) Hold the equivalent of a UK Honours Bachelors degree in a hospitality, tourism, business related or cognate subject, or for
- (b) other appropriate applicants, (see Admission Criteria below), who wish to enhance their cognitive abilities and applied skills, and their professional and career development opportunities.

The programme includes topics, which will develop students' understanding and ability to manage relevant processes, procedures and principles, together with enhancing the student's critical view of those strategic and operational contexts which make up the modern ITM environment.

The principal aim of the programme is therefore to produce graduates with the knowledge, skills and potential to become successful ITM professionals in a variety of contexts and subject options within the global environment.

More generally the ITM programmes aim to:-

- Develop the existing knowledge, appropriate experiences, and skills of students to enable them to become effective members of the ITM professions
- enable them to play a leading role in the ITM industry, and/or the related professions and/or services;
- Add value to the participants first degrees, and/or further degrees and/or their work experience through developing an integrated and critically aware understanding of the role of the professional individual in ITM contexts;
- Enable the student to become a reflective practitioner – able to make practical decisions based upon an understanding of academic content and processes as well as practical experience and thus having the ability to unite theory and practice;
- Encourage students objectively to analyse their personal competences and opportunities for self development and thus build on the learning arising out of the programme;
- Facilitate the students personal, academic and professional development.

## **Objectives:**

The above aims will be met by students developing their:

- understanding of how they learn and their ability to formulate new ideas,
- knowledge of, and ability to use, appropriate information systems,
- skills in numeracy to enable them to understand and use finance and accounting processes,
- ability to undertake original research and to analyse the data and information gathered,
- ability to implement new ideas and strategies for the benefit of organisations,
- written and oral communication skills, and
- For international students, enhancing their English language skills.

## **Programme Learning Outcomes**

### **A. Knowledge, understanding and skills**

#### **(i) Knowledge and Understanding:**

**Students completing the programme will be able to:**

- A1 Demonstrate a critical comprehension and evaluative understanding of the main issues, theories and methodologies that are central to hospitality and tourism management and businesses organisations;
- A2 Demonstrate a critical awareness, comprehension, and analytic understanding of the main functional areas of Hospitality and Tourism organisations, administration and management processes within a variety of institutional and organisational contexts.
- A3 Evaluate the role of the professional Hospitality and Tourism manager and the professional and ethical considerations associated with this role and its contexts
- A4 Critically analyse and evaluate organisational strategic management processes within the context of the prevailing internal and external environment
- A5 Demonstrate a critical, analytic and evaluative application of theory to the advancement of management in hospitality and tourism practices and within the context of professional related practices
- A6 Demonstrate a critical awareness and utilisation of research and applied research and scholarship in the evolution of business studies and management practices

#### **(ii) Cognitive Skills**

**Students completing the programme will be able to:**

- B1 Critically reason, synthesise judgments, and analyse complex business and management issues in the Hospitality and Tourism sectors both systematically and innovatively
- B2 Reflect creatively and critically on their learning experience and make informed judgments on this experience
- B3 Analyse and critically evaluate primary and secondary information collected from research
- B4 Critically utilise, analyse and synthesise problem identification, problem solving and decision making skills, procedures and processes in resolving complex business issues related to Hospitality and Tourism sectors.
- B5 Evaluate and critically appraise business and organisational policies, practices, and activities in the Hospitality and Tourism sectors and make informed judgements on these
- B6 Critically formulate, propose, and implement solutions and conclusions to complex business problems in the Hospitality and Tourism sectors and do this in an effective and efficient manner
- B7 Act with reflection, critical insight, and in an independent manner in the planning and managing of their learning with limited guidance and in response to varied contexts, situations and environmental requirements

#### **(iii) Practical/Professional Skills**

**Students completing the programme will be able to:**

- C1 Demonstrate an ability to conduct research into business and management issues, fields and environmental contexts related to Hospitality and Tourism either individually or as part of a team through researching and research design; data and evidence collection, evaluation and synthesis; critical analysis, synthesis of interpretation and formation of judgments, and the reporting of findings.
- C2 Demonstrate critical skills of numeracy, literacy, and qualitative and quantitative abilities in researching, collation, analysis, synthesis and evaluation of evidence
- C3 Utilise a variety of interpersonal and transferable skills including listening to alternative viewpoints and undertaking the evaluation of argument and intellectual positions; engaging in critical discourse, and debate with peers and responding to the views of others; engaging in

- critical discussion and persuading or influencing others.
- C4 Communicate effectively and efficiently while utilising appropriate means and media of communication
- C5 Articulate conclusions, make judgments, and form recommendations based on evidence and which are subject to a well developed capacity for critical appraisal and which are based on imaginative, robust judgement, and firm foundations

**(iv) Transferable Skills**

**Students completing the programme will be able to:**

- D1 Structure and communicate ideas both orally and in writing taking appropriate account of the nature of the audience and utilising effective means of communication
- D2 Effectively and efficiently manage their time and be able to work to deadlines
- D3 Be an autonomous learner and take responsibility for their learning , including being able to act independently in the use and application of resources for learning
- D4 Use creative and imaginative thinking in both problem solving and decision making activities
- D5 Effectively clarify and prioritise the addressing of individual and group tasks and lead or work within a group towards meeting the requirements of defined deadlines and outcome specifications
- D6 Practice and promote on-going personal development

**Mapping of Programme Learning Outcomes and Module Achievement of learning Outcomes**

The mapping grid of Learning Outcomes to Modules is included below:-

	Learning Outcomes																						
	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5
<b>MODULE TITLE:</b>																							
<b>STAGE ONE: PRINCIPLES MODULES</b>																							
Information Technology & Management Information Systems	□	□			□	□	□	□		□	□	□	□		□	□	□	□	□	□	□	□	□
Business Environment	□	□					□			□		□			□	□	□	□	□	□	□	□	□
Accounting and Decision Making Techniques	□	□	□	□	□		□	□		□	□	□	□	□	□	□	□	□	□	□	□	□	
<b>STAGE TWO: CORE MODULES</b>																							
Managing Human Capital	□	□	□	□	□		□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	
Marketing Management	□	□		□	□	□	□	□		□	□	□	□		□	□	□	□	□	□	□	□	
Financial Analysis and Management	□	□		□	□		□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	
<b>Electives</b>																							
Contextualising Tourism Management	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	
Current Issues in Hospitality and Tourism management	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	
Hospitality and Tourism Strategy in the Global Marketplace	□	□		□	□	□	□	□		□	□	□	□		□	□	□	□	□	□	□	□	
Research Methodologies	□	□	□	□	□	□	□	□	□		□	□		□	□	□	□	□	□	□	□	□	
<b>STAGE FOUR; MAJOR PROJECT MODULES</b>																							
Dissertation	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	

## **Delivery Sequence Full Time Mode**

The indicative delivery sequence for the programme in its full time mode is indicated in the following table:-

<b>MSC INTERNATIONAL TOURISM MANAGEMENT</b>	<b>Core or Elective Modules</b>	<b>CATS points /ECTS points</b>
<b>Stage 1: Trimester 1: Principles Stage - Completion of three Core Modules</b>		
Information Technology and Management Information Systems	Core	20/10
Business Environment	Core	20/10
Accounting and Decision Making Techniques	Core	20/10
<b>Stage 2: Trimester 2: Core Study Stage - Completion of three Core Modules</b>		
Marketing Management	Core	15
Financial Analysis and Management	Core	15
Managing Human Capital	Core	15
Contextualising Tourism Management	Core	15
<b>Stage 3 : Trimester 3: - Completion of three Core Modules</b>		
Current Issues in Hospitality and Tourism Management	Core	20/10
Hospitality and Tourism Strategy in the Global Market Place	Core	20/10
Research Methodologies	Core	20/10
<b>Stage 4: Dissertation Stage</b>		
Dissertation	Core	60/30

## **Learning and Teaching Strategies**

Teaching and delivery of the curricular material will be through a blend of methods in order to reach all students effectively. These can include lectures, tutorials, seminars and workshops and other appropriate teaching modes and utilising a variety of learning and assessment methods, including; - the consideration of a variety of types and sources of case studies and evidence references; individual and/or team presentations; joint class discussions; tutorial-support surgeries; and other appropriate learning methods. A summary of approaches is indicated below.

Students are expected to undertake:-

- Directed learning:-namely where tutors direct students to undertake study in their own time and specify the work to be undertaken; and increasingly take responsibility for-
- Their self managed and independent learning: - namely where students are expected to expand their knowledge and understanding by researching and studying the subject area using their initiative.

At the Masters level students are expected to take increasing responsibility for their individual learning and for their development of approaches to learning. These strategies are facilitated within the design of the programme and are designed to encourage the development of student confidence in their abilities while developing individual cognitive abilities, understanding of discipline and subject content, academic and professional knowledge, reflection on academic and applied aspects of the programme, application skills and an enquiring mind capable of devising and/or implementing creative solutions.

### *Learning Strategies*

Students are expected to take greater responsibility for their own learning as they progress through their programmes. The course structure and the proposed teaching strategies are designed to encourage this development. The student-centred approach will be encouraged through the use of specific teaching strategies; case studies; projects; practical exercises, supplemented by the use of appropriate support materials; videos; computer software; etc. Active engagement with the subject material is directly encouraged and is viewed as a means of enhancing learning. A variety of learning strategies are used in promoting this approach. Students are therefore directly encouraged to adopt a self-managed approach to their learning.

## **Assessment Strategies**

Assessment of knowledge and understanding is achieved using a range of assessments which include assignments; the analysis and critical use of evidence , which may be drawn from a variety of sources; critical reviews, practical and applied assessment, presentations (individual and group), case study analysis and reports, business reports, project reports. Examinations are included in the assessment diet. Assessment philosophy utilises mechanisms that allow and encourage in each student a high degree of critical analysis, problem solving, decision-making and reflection.

The assessment of cognitive skills is incorporated within and integral to the assessment strategy of the programme and modules.

Students are encouraged to use a wide range of evidential sources and information references as the basis for the production of work submitted for assessment. The use of individual skills of critique, analysis, evaluation and synthesis are a requirement of module assessment outcomes.

Lecturers are expected to utilise a balance of formative and summative assessment during the programme appropriate to their module. These can range from providing feedback on presentations given in class, or exercises undertaken individually or in groups, to self marked practice mini assignments via a detailed marking scheme provided to students via the virtual learning environment (Student Portal) or other means as appropriate.

## Assessments

Assessments and the mode of assessment are designed to relate directly to learning outcomes and the nature of the assessment task set within the Module. Individual modes of assessment may cover a range of learning outcomes depending on the Module requirements

In designing and deciding upon an assessment format for a module the following factors have been considered:

- The module learning outcomes and their level, with particular emphasis on the student's ability to analyse, synthesise, evaluate and communicate information derived from:
  - module content;
  - learned knowledge from other areas/qualifications;
  - experience;
  - The implementation of systematic information-seeking strategies.
- The need to encourage and support students in applying their skills to specific industry/business/management/conceptual and applied problems.
- The need to encourage students to engage with problem based, problem resolution, and problem solving learning
- Supporting students in their ability to identify and approach problem solving in a systematic way and employing assessment strategies that could resolve problems.
- Assessment performance criteria and criteria referenced assessment, as communicated to the student and contained in module specifications.
- The validity, reliability of the assessment methods, which are monitored by module leaders and programme teams.
- Time constraints (for students and staff) and the need to ensure consistency.
- The need for assessment to allow for review and reflection by the student.

The programme assessment philosophy has taken account of the practical nature of business and management skill sets but also recognises the need to demonstrate sufficient relationship between theory and practice, and theory into practice.

Cognitive, professional and transferable skills are appropriately assessed by assignment or applied tasks. A range of strategies such as case study analysis, essay type assignments, critical literature review, presentations - both group and individual, are also employed to enable students to demonstrate the skills required of a business and academic professional.

Whilst examinations are used for assessment the teaching team are mindful that they only provide particular types of opportunity for analysis and critical reflection on assessment tasks.

The security of ensuring within assessment processes that work submitted for assessment is the student's own work, is established and confirmed via presentations. These are followed by question and answer sessions for those modules that include a presentation as part of the assessment function.

All written work is submitted electronically and passed through *Turnitin* as an aid to detecting potential plagiarism. The issue of plagiarism, and the consequences of engaging in the act of plagiarism, is explained to students at their induction and also in module lectures to ensure that instances of academic malpractice are minimised and where these are identified they are subject to the appropriate disciplinary action.

The overall Module pass mark is set at an overall average for the module of 40%. However to gain a pass in a module the student must achieve a minimum mark of 40% in each component of assessment for that respective module.

#### *Management of Assessment Strategy*

The management of assessment strategy varies practically from module to module. Where assessment is based on examinations instruction is incorporated into lectures and seminar sessions to ensure that students manage their time effectively, address issues and questions raised in the examination, design their answers in a structured way and focus upon key requirements of the question paper.

The management of assignments as part of the assessment strategy is placed within the time frame for the undertaking of the assignment. Trimester long assignment tasks are outlined at the commencement of the trimester and their progress is monitored during the trimester by module leaders or tutors responsible for the assignment. Formative feedback is given as appropriate during the assignment period and this is given through electronic means or in face to face individual or group discussion.

Presentation and workshop assessment strategy is managed according to whether formative or summative assessment is utilised within the management and evaluation of tasks set. Feedback is given where formative assessment is used and particularly relates to presentations given by groups or individuals. Feedback is also used to monitor the continued development of dissertation, business development proposals and integrated case study projects, and this is timetabled into the development period for the module.

Where student absence occurs the LSC biometric attendance register triggers a formal notification to the student and to Programme Administrators. This process ensures that attendance requirements are monitored and that the student understands the level of commitment which is needed to successfully meet the assessment standards and deadlines set within the programme.

# **Module Descriptors**

## **Module Title**

**Information Technology and Management Information Systems**

### **Aim(s)**

The module aims to:-

- Provide a comprehensive study of the use of information systems for management.
- Provide a focus on the development and effective use of management information systems in today's companies' decision-making and an examination of traditional information systems development from the end-user's perspective.
- Evaluate and interpret the understanding of managerial decision making and the practical application of information systems to enhance the organisation's effectiveness in achieving its goals.
- Enable students to comprehensively understand the use of applications software to develop individual applications that solve business problems.
- Develop and introduce a framework for investigating the opportunities and problems associated with computer-based management information system that will provide the background for determining the usefulness of computers to assist management in the planning and control of business operation.

# **Module Title**

**Business Environment**

## **Aim(s)**

The module aims to:-

- Introduce students to a detailed understanding of the working of the market system, the case for free markets and the causes of market failure and explore the historical basis of economic thought
- Provide students with a comprehension of microeconomics and how to apply the tools of microeconomics to analyse social and economic issues and enhance students' critical awareness of the limitations of microeconomics for analysing the behaviour of consumers, firms and markets.
- Through the use of case study analysis and examples encourage and facilitate students in their application of appropriate theoretical models and their use in understanding problems and in make predictions of the effects of particular actions.
- Provide an explanation and interpretive framework of knowledge for understanding the relationship between microeconomic analysis and the economic policies of governments and discuss and consider broad macroeconomic issues as they relate to the collective roles of households, businesses and governments.
- Provide a basis for the analysis of the broad sectors of the economy and demonstrate how these interact to create impacts in output, employment, inflation and interest rates.
- Introduce students (through specific case study examples) to underlying contexts and concepts of business law and to the legal complexities, issues and problems of conducting business in the contemporary business environment (including through internet technology) and introduce students to contexts and frameworks of economic and contextual thinking which underpin business activity

# **Module Title**

**Accounting and Decision Making Techniques**

## **Aim(s)**

The module aims to:-

- Provide students with an understanding and comprehensive introduction to the use and application of accounting data in making business decisions.
- Enable students to understand the complexity of professional accounting requirements, processes and practices, including the requirements within the regulatory framework of accounting, the preparation and analysis of financial statements, the formulation and application of investment analysis and the importance of governance and the role of ethics in accounting practices.
- Introduce students to the key concepts and applied skills, knowledge and attitudes which enable students to: - process financial data, to analyse and interpret accounting reports, and to present the results within an ethical framework, to financial decision makers.
- Develop the student's ability to determine the use of mathematics and statistics in the evaluation of problems and in the solving of business problems in an analytic and systematic way
- Provides a firm foundation in statistics and commonly used quantitative methods, which will prove useful in helping students to understand and appreciate other modules in our diploma and advanced diploma in Business and Management.
- Develop the students' knowledge and critical understanding of the context, scope, underlying principles and concepts relating to accounting and business decision making and their impact upon management decision making.

# **Module Title**

**Marketing Management**

## **Aim(s)**

The module aims to:-

- Develop an integrated understanding of the key concepts and theories applicable to and used in marketing and marketing management.
- Provide a critical introduction to the principles underpinning and knowledge which is related to the formulation and appraisal of marketing strategies and policies including those related to the marketing of physical products, and within services marketing.
- Provide a detailed and critical oversight of marketing management including the role of analysis, planning, implementation, and control of marketing programs and how they are designed to create, build, and maintain mutually beneficial exchanges and relationships with target markets for the purpose of achieving organisational objectives.
- Provide a disciplined analysis of the needs, wants, perceptions and preferences of target and intermediary markets as the basis for effective product design, pricing, communication, and distribution.
- Provide an understanding of the rationale for marketing decisions and their contexts from a *managerial perspective*. (Including analytic techniques and the development of marketing plans)
- Provide a framework of understanding for marketing decision-making which incorporates models of decision making. (e.g. logical positivism; entrepreneurship single focus decisions)

# **Module Title**

## **Financial Analysis and Management**

### **Aim(s)**

The module aims to:-

- Provide students with a comprehensive overview and understanding of the strategic management of finances and financial concepts within an organisation and of the relationship between management decisions related to financial matters and other conceptual values within financial planning areas as well as to business performance.
- Provide students with a critical understanding of the role of financial principles and their utilisation in an organisation at the strategic level and their impact at the level of decision making within organisations.
- Provide and enable students to possess a *toolkit* which supports their critical awareness and understanding of the management of financial responsibilities in a business.
- Explore, evaluate and differentiate between the three main types of decision facing finance managers, namely:- , investment decision making, financing decision making and dividend decisions.
- Analyse, illustrate and evaluate how decision making issues and outcomes are interconnected and interrelated with key principles of finance namely the time value of money; the risk-return trade-off; cash flows as a source of value and market prices and their reflection and relationship to information.
- Discuss and consider the relationship of strategic financial principles and decision making to the regulatory framework of accounting, the analysis of financial statements, and investment analysis and ethics in accounting.
- Enable students to understand the financial decision-making process and to interpret the impact financial decisions will have on value creation.

# **Module Title**

**Managing Human Capital**

## **Aim(s)**

The module aims to:-

- Develop a detailed understanding and explore examples of the current contexts and practices of human resource management. (HRM) workforce management, people management, intellectual capital management, in contemporary cultures and within case study models drawn from a number of societal and economic models.
- Provide a context for understanding the change environment in which human resources management and workforce management has developed in contemporary environments and in differing cultures
- Outline current best practices in the field of HRM, workforce management, people management and intellectual capital management particularly in managing a workforce and within organisational change contexts.
- Provide an understanding of the concepts, methods and techniques and issues involved in managing people and human resources so as to facilitate employing, maintaining and promoting a motivated workforce in an organisation as well as managing for change.
- Develop an understanding of the role of the manager and how their general management skills relate to the effective and efficient management of a workforce in a variety of contemporary cultural situations.
- Develop from the manager's perspective an understanding of the critical operational and strategic perspectives which need to be considered in managing a workforce
- Evaluate how current workforce management approaches might be applied in developing positions of competitive advantage and what strategies might be employed to achieve these objectives.

# **Module Title**

## **Contextualising International Tourism Management**

### **Aim(s)**

The module aims to:-

- Critically discuss and evaluate the characteristics of tourism products, their interdependence and their relationship with the wider tourism and hospitality industry.
- Critically evaluate the nature and scope of the tourism industry drawing on the marketing, human resource management and financial management contexts within the industry to identify the key environmental contexts in which the industry managed
- Utilise systems theory and stakeholder theory to understand the complexity of the tourism industry while evaluating the role of social scientific inquiry in the study of tourism organisations.
- Encourage the critical use of published sources to evaluate the current state of tourism focussed research and the application of social science research methods to tourism industry problems.
- Critically evaluate case studies within the tourism sector and organisations as vehicles for focusing and customising an individual's study appropriate to their career ambitions.
- Support the student in developing and identifying an appropriately-focused research proposal and project in the area of Tourism management in preparation for the Dissertation stage of the programme. The proposal will be required to identify a project area in tourism management while evaluating understanding of social science research approaches.

# **Module Title**

**Current Issues in International Hospitality and Tourism Management**

## **Aim(s)**

The module aims to:-

- Critically evaluate the nature of Hospitality and Tourism sectors in developed and developing countries and their role as vehicles for economic development.
- Critically discuss and evaluate the range of impacts which tourism and hospitality activity have within their respective international, regional and localised contexts and environments including for example the social and criminal impacts.
- Critically evaluate and discuss the range of contemporary issues which have significant impact on, or significant potential impact upon for the tourism and hospitality industries in the international, regional and localised environments including sustainability, globalisation and environmental changes.
- Evaluate the short, medium and long-term implications of management responses at an individual organisational level and at a destination level to the environmental developments taking place in the global environment.
- Critically evaluate case study examples in the context of, and relationship to, student career objectives

# **Module Title**

## **Hospitality and Tourism Strategy in the Global Marketplace**

### **Aim(s)**

The module aims to:-

- Provide students with a detailed integrative framework for understanding the role and functions of Strategic Management within contemporary business organisations.
- Enable students to comprehend how organisations formulate, implement, and evaluate strategies and how they consider the strategic alternatives available to them.
- Develop in students and provide them with a comprehensive understanding of strategic management concepts and the techniques which are used in the development and formation of strategies.
- Provide a framework and context within which knowledge acquired across the programme may be coupled with new strategic-management techniques and how this may be synthesised to chart the future potential direction of different organisations.
- Enhance understanding of how, in the formulation of strategy for an organisation, the different functional areas of business (e.g. accounting, finance, human resources, information systems, marketing, operations management, etc.) are required to be considered as part of an integrative approach.
- Consider how management tools (e.g. SWOT/PESTEL analysis) may be used to formulate strategy and position the organisation *internally* and in the external environment
- Examine the contribution which business organisation, operations and circumstances make to strategic development and their relationship and significance to customer service; the supply chain; provision of goods and services; total systems approaches; value chains and value concepts; client and customer perceptions; the manufacturing and operations plan, and global environments,
- Critically examine case studies drawn from the Hospitality and Tourism industries in order to evaluate the concepts and practical issues which contribute to the formulation of strategy in contemporary environments.

# **Module Title**

## **Research Methodologies**

### **Aim(s)**

The module aims to:-

- Introduce students to the essential principles, practices and processes related to the rigorous selection, design, carrying out, analysis, evaluation and completion of a major piece of academic and/or business and management - discipline related research
- Introduce students to the theoretical and practical aspects of research design and evaluation including ethical issues and literature/evidence searches.
- Develop the necessary analytical and critical approaches, evaluative and writing skills, and literature review techniques, in order that students may apply these in the production of a major piece of academic research and/or the production of a major business discipline related research project
- Support the development of the students' abilities in critical analysis, evaluation, the making of informed judgments and the communication of these in (a) academic and (b) professional business and management contexts
- Develop the students' knowledge and understanding of qualitative and quantitative research methods and in the selection and use of appropriate and rigorous research methods including basic descriptive and inferential statistics; questionnaire design and evaluation; data analysis and advanced qualitative research methods.
- Develop the students' insights into how to conduct their own robust and rigorous evaluations of business and management issues and their ability to interpret the validity and rigour of the research of others.
- Develop the students' practical and professional abilities in applying and reviewing business and management research in both academic and simulation-live situations
- Provide students with the skills to produce an acceptable research design proposal for answering a fundamental research question including how to critically evaluate the research of others in order to assess its value to the furtherance of the study and practice of business and management.

# **Module Title**

## **Dissertation**

### **Aim(s)**

The module aims to:-

- Provide students with the opportunity to review and reflect upon the general principles of research methods, research objectives, and research contexts; and to demonstrate;-
  - (a) their full comprehension of these, and:-
  - (b) their ability to put these into practice, through the planning, development, and execution to completion, of a significant body of independent research undertaken under supervision
- Create a platform and framework for the student in which they may demonstrate their ability to analyse and synthesise the theories, knowledge and skills which they have developed throughout the programme, and, through the use of appropriate research and interpretive methodologies, use these to examine a defined field and topic of enquiry and to work independently in an area of specific interest.
- Provide students with the experience of carrying through and completing a significant body of research, which will require them to:-
  - (i) draw on the theory, knowledge and skills gained throughout the programme, and:-
  - (ii) Demonstrate their intellectual and practical capacities to both potential employers and/or to the development of a future post graduate academic career or to private professional practice.
- Enable students to integrate knowledge developed from their study areas and their emerging areas of professional practice within a significant and sustained piece of research
- Provide students with a research framework which allows them to demonstrate their intellectual capacities in analysis, synthesis, evaluation, interpretation, the formation of informed judgments, and the presentation of conclusions.
- Provide direct learning opportunities for the development of higher cognitive skills
- Enable the students to improve their abilities of independent working, skills of original and critical thinking and methods of research design, data collection, analysis and presentation.