



# EUROPEAN GLOBAL

Institute of Innovation & Technology

# Master Of Business Administration (MBA)

## CURRICULUM

March 2025

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Overall Programme Description				
1	<b>Title of the Programme</b>	<ul style="list-style-type: none"><li>• Master of Business Administration (MBA)</li><li>• Master of Business Administration (MBA) in Tourism And Hospitality Management</li><li>• Master of Business Administration (MBA) in Strategic Human Resource Management</li><li>• Master of Business Administration (MBA) in Environment, Energy And Sustainability Management</li><li>• Master of Business Administration (MBA) in Strategic Digital Marketing</li><li>• Master of Business Administration (MBA) in Accounting And Finance</li><li>• Master of Business Administration (MBA) in Operations And Supply Chain Management</li><li>• Master of Business Administration (MBA) in Technology Leadership</li><li>• Master of Business Administration (MBA) in Health Economics &amp; Healthcare Management</li><li>• Master of Business Administration (MBA) in International Business</li></ul>		
2	<b>Type of Programme</b>	<input type="checkbox"/> Award	<input checked="" type="checkbox"/> Qualification	
3	<b>Proposed MQF Level</b>	MQF/EQF Level 7		
4	<b>Proposed ECTS</b>	90 ECTS		
5	<b>Total ECTS for Programme Completion</b>	90 ECTS		
	<b>Total ECTS requesting Accreditation</b>	330 ECTS		
6	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face		
		<input checked="" type="checkbox"/> 100% Online		
		<input type="checkbox"/> Blended Learning		
		<input type="checkbox"/> Work Based Learning		
7	<b>Blended Learning</b>	Contact Hours delivered online.		



		<p><input type="text"/> %</p>
		<p>Contact Hours delivered Face to Face <input type="text"/> %</p>
8	<b>Hours of Total Learning</b>	<p>Total Contact Hours <input type="text"/> 450</p> <p>Self – Study Hours <input type="text"/> 900</p> <p>Assessment Hours <input type="text"/> 450</p> <p>Supervised Placement and Practice Hours <input type="text"/> 450</p>
9	<b>Total Learning Hours</b>	2250 Hours for 90 ECTS
10	<b>Mode of Attendance</b>	<p><input type="checkbox"/> Full Time</p> <p><input type="checkbox"/> Part Time</p>
11	<b>Programme Duration</b>	<p>Full Time ____ Years ____ 12-18 Months ____ Days</p> <p>Part Time ____ Years ____ 24-36 Months ____ Days</p> <p>for Online: 12-36m The students can complete this qualification in 12m by studying for around 43-47 hours per week. For around 35-40 hours per week of study, please expect to complete the programme in 18 months. However, if they aim to study 15-25 hours per week, please expect a longer time period to complete. The minimum time to complete this program is 12m and the maximum time to complete this program is 36m.</p>



12	<b>Target Audience</b>	<input type="checkbox"/> Ages 3 -15 <input type="checkbox"/> Ages 16 – 18 <input checked="" type="checkbox"/> Ages 19 – 30 <input type="checkbox"/> Ages 31 – 65 <input type="checkbox"/> Ages 65+
13	<b>Language/s of Instruction</b>	English
14	<b>Target Group</b>	<p>The MBA program is designed for professionals seeking to enhance their leadership capabilities and gain advanced business acumen. The program is tailored to meet the needs of a diverse group of learners, including beginner, mid-level managers, professionals from sector-specific fields (e.g., healthcare, technology, hospitality), experienced graduates looking to move into leadership roles, and entrepreneurs – a fast-growing demographic in the MBA landscape.</p> <p>This MBA equips learners with the skills to integrate new knowledge with past professional experience and apply it to complex, real-world business situations. The specialized pathways, including Tourism &amp; Hospitality Management, Human Resource Management, Sustainability Management, Digital Marketing, Finance, Operations &amp; Supply Chain Management, Technology Leadership, Health Economics, and International Business, address the specific challenges and opportunities faced by professionals in these fields.</p> <p>The program is structured to build advanced interpersonal and leadership skills, essential for navigating multidisciplinary environments. Students will learn to reflect on their past experiences, challenge their preconceptions, and develop the ability to think critically and solve unstructured business problems. A key component of the program is the development of leadership and communication skills, enabling graduates to implement effective solutions across a wide range of business contexts.</p> <p>Our flexible delivery modes, including online and part-time options, ensure that the program is accessible to working professionals and accommodates varying schedules.</p>



		<p>Upon completion of the program, graduates will possess the capability to apply advanced business strategies, critical thinking, and leadership skills within their respective fields.</p> <p>While the MBA does not lead to a regulated profession or a specific licensed occupation, it provides significant preparation for leadership positions across various sectors, fostering career advancement in management, research, entrepreneurship in varied industries learners are operating in.</p>
15.1	<b>Training Address/es where programme will be delivered.</b>	Online <a href="https://campus.euglobal.edu.eu">https://campus.euglobal.edu.eu</a>
15.2	<b>Placement/Clinical Address (If Applicable)</b>	NA
16	<b>Subject Area</b>	<input type="checkbox"/> Generic Programmes and Qualifications <input type="checkbox"/> Education <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Social Sciences, Journalism and Information <input type="checkbox"/> Business, Administration and Law <input type="checkbox"/> Natural Sciences, Mathematics and Statistics <input type="checkbox"/> Information and Communication Technologies <input type="checkbox"/> Engineering, Manufacturing and Construction <input type="checkbox"/> Agriculture, Forestry, Fisheries and Veterinary <input type="checkbox"/> Health and Welfare <input type="checkbox"/> Services
17	<b>Relationship to Occupation</b>	<p>Post completing Master of Business Administration, the learners will be able to have a wide range of opportunities across all industries. Our reflective andragogy also ensures that the learner continuously implements the learning into their own industry to upskill in their current work environment.</p> <p>A few job titles are as follows:</p> <ol style="list-style-type: none"><li>1. Human Resource Manager</li><li>2. Change LeaderBusiness Analyst</li><li>3. Finance Manager</li><li>4. Project Manager</li><li>5. Marketing Manager</li><li>6. Consultant</li><li>7. Sustainability &amp; Environmental Specialist</li><li>8. Healthcare Leadership</li></ol>



		<p>9. Product Manager, and many more</p> <p>MBA and its pathways do not lead to a regulated profession or licensed occupation. No warranted profession or occupation are envisaged with the award or any of its pathways.</p>
18	<b>Entry Requirements</b>	<ul style="list-style-type: none"><li>● <b>Educational Background:</b> Bachelor's academic transcript and degree certificate OR equivalent completion of Level 6 qualification with at least 180 ECTS. Prior background in Business is not required.</li><li>● <b>Language proficiency certificate:</b> All programs are taught in English language, and therefore English proficiency is required.  For students who completed the bachelor's degree from the US, UK or any English-speaking countries, OR have studied in English Language for at least 2 years; OR have worked in an English speaking environment for at least 2 years prior to applying for this program, language proficiency certificate is not required.</li><li>For learners who cannot provide any evidence of their English proficiency, they must provide an English provide English language certificate equivalent to IELTS 6.0</li><li>● Applicants must submit a Statement of Purpose of 500-600 words. This letter should reflect on the applicant's professional background, career aspirations, and motivation for pursuing the MBA program. Additionally, applicants should explain how their personal and professional experiences align with the program's objectives and how the chosen MBA pathway aligns with their career goals.  Applicants who are clear of chosen pathways, should detail why they have selected a specific pathway (e.g., Tourism &amp; Hospitality Management, Strategic Digital Marketing, Technology Leadership, etc.), and</li></ul>



	<p>how their previous academic or professional experiences have prepared them for this specialized focus.</p> <p>If you are unsure which specific pathway to pursue, we encourage you to reflect on your strengths, interests, and long-term professional objectives. While selecting a pathway, consider how your background aligns with areas such as Tourism &amp; Hospitality Management, Strategic Digital Marketing, Technology Leadership, or other specialized fields. In your Statement of Purpose, feel free to discuss your current uncertainties and how the program will help you refine your focus, develop new skills, and achieve clarity in your career direction. The program is designed to help you explore different areas of business leadership, and your choice of pathway can evolve as you gain more insight into the areas that best align with your goals.</p> <ul style="list-style-type: none"><li>• <b>Proof of Identity:</b> Scanned bio page of your valid passport. Scan of passport size photograph</li><li>• <b>Digital Competency Requirements for Online Learners:</b> Applicants must have access to a reliable internet connection and a device capable of using online learning tools. While no advanced technical skills are required, candidates should be comfortable using user-friendly technology to access course materials, participate in discussions, and submit assignments.</li></ul>
	<p><b>Advanced standing</b></p> <p>If an applicant has not completed a Bachelor's degree but has completed secondary education and possesses 5+ years of relevant work experience, it may be possible for the work, activities, and achievements gained through their professional experience to be considered for admission to the Master's program. This recognition of prior learning (RPL) will be evaluated on a case-by-case basis to determine if it meets the academic requirements for the program.</p>



		<p>If an applicant has previously earned credits for a Master's degree, they may be eligible to apply for credit transfer. Depending on the alignment of the prior coursework with our Master's program, the applicant may be granted advanced standing, which could reduce the length of their studies.</p> <p>This recognition of previous successful study or work experience is known as advanced standing.</p> <p>It may also be used to recognise prior experiential learning undertaken as an employee, or previous studies that can apply for Advanced standing.</p> <p>For instance, where an applicant can demonstrate that they have appropriate and relevant professional experience related to the subject area of the module they may apply for Recognition of Prior Experiential Learning (RPEL) or Recognition of prior certificated learning (such as professional development awards or employment based awards) which is at higher education level but which has not led to the award of credits or qualifications positioned on the relevant higher education qualifications framework; which may eliminate the need to undertake one or more modules in the Programme.</p> <p>Our policies can be found here <a href="https://www.euglobal.edu.eu/eu-global-regulation-handbooks">https://www.euglobal.edu.eu/eu-global-regulation-handbooks</a></p>
19	<b>Overall Programme Description</b> .	<p>This MBA is a career-focused programme designed to develop strategic leadership and management skills through reflective andragogy and evidence-based learning. The curriculum is structured to bridge theory with practice, enabling students to integrate prior professional experiences—whether through internships, project management, or leadership roles—with new business knowledge and strategic insights.</p> <p>A core emphasis of the programme is on leadership through strategic management, equipping students with the ability to apply advanced frameworks and decision-making models in their chosen specialisation or industry. While academically</p>



	<p>rigorous at the master's level, the curriculum maintains a strong practical and professional orientation, ensuring that students can critically assess and implement business strategies effectively.</p> <p>Throughout the programme, students are encouraged to reflect on real-world challenges they have faced, such as stakeholder management, ethical dilemmas, decision-making complexities, and the evaluation of conceptual frameworks. This reflective approach is embedded in every module, where students analyse how theoretical concepts apply to real business environments, particularly their own experiences.</p> <p>The programme culminates in a Master's thesis, employing a scientific action research methodology to provide a holistic perspective on business problem-solving. By fostering the continuous integration of past experiences with new learning, the curriculum ensures that students not only acquire advanced knowledge but also develop the critical and analytical skills needed to drive innovation and leadership in complex business environments.</p> <p>Research-driven, multidisciplinary learning is the core of the EU Global MBA, as reflected in the programme outcomes. As an MBA graduate, students should be able to critically evaluate and recommend solutions backed by literature, considering current industry challenges and ensuring that these solutions align with stakeholder expectations. By engaging in critical evaluation and synthesising complex business data, students will learn to transform raw information into actionable business intelligence while maintaining awareness of social, cultural, and environmental impacts.</p> <p>Innovation, entrepreneurship, and sustainability are the core focus of the EU Global MBA and the institution itself. The research initiatives introduced in the DoctrineFrontierX series aim to foster impactful research outcomes. The EU Global LeadX series is designed to develop future CEOs under the guidance of past CEOs. Sustainability and ethical considerations are integrated throughout the entire programme, encouraging students to recommend</p>
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		<p>solutions while maintaining an awareness of social, cultural, and environmental impacts.</p> <p>This programme, with core modules such as Management and Organisational Dynamics, Managing Financial Resources and Performance, Strategic and Digital Marketing, Project and Operations Management, Financial Markets &amp; Valuation, Strategic Decision-Making: Dealing with Business Complexity, Economics for Decision-Making, Ethical Leadership and Governance, Corporate Sustainability and Leadership, and Business Communication for Competitive Advantage, ensures a well-rounded business education.</p> <p>Research and innovation modules such as Innovation Management and Design Thinking for Entrepreneurs, Data-Driven Research and Analytical Insights, and Capstone Consulting Project further strengthen the practical application of knowledge. Additionally, selected pathways in healthcare, sustainability studies, and other specialisations allow learners to achieve the overall measurable learning outcomes of this MBA programme. The curriculum is designed with a structured progression—starting with core modules, followed by pathway specialisation, and concluding with research and innovation modules leading to the Master's thesis.</p> <p>Students are encouraged to undertake research and innovation in their chosen pathway, thereby reinforcing the integration of core and pathway modules into practical insights. By the end of the programme, students will have developed the competence to formulate, implement, and evaluate business policies and strategies that respond to emerging trends, industry challenges, and stakeholder expectations in their chosen pathway.</p>
20	<b>Learning Outcomes for Overall Programme</b>	
20.1	<b>Competences</b>	<p>After the end of the programme, the learners will be able to:</p> <ul style="list-style-type: none"><li>PA1: Critically evaluate complex and ambiguous business scenarios integrating</li></ul>



		<p>interdisciplinary approaches to formulate strategic decisions with limited information.</p> <ul style="list-style-type: none"><li>● PA2: manage dynamic business environments in particular in the chosen pathways like supply chain management, international business, sustainability etc. by establishing criteria, formulating innovative courses of action, implementing adaptive strategies, and evaluating results in uncertain conditions with limited information.</li><li>● PA3: demonstrate leadership and team-building skills within complex multicultural settings, effectively managing conflict resolution and stakeholder engagement, in particular related to your chosen pathway.</li><li>● PA4: direct self-driven learning and professional development through reflective insights, applying research-based innovations to solve emerging challenges in chosen pathways.</li><li>● PA5: benchmark strategic objectives, mentor teams, monitor performance, and lead continuous improvement in diverse business contexts, ensuring best practices relevant to your chosen pathways.</li><li>● PA6: navigate ethical dilemmas involving conflicting stakeholder demands and cross-border business complexities, ensuring compliance with ethical and corporate governance standards relevant to your chosen pathway.</li><li>● PA7: conduct rigorous business and management research, critically reviewing literature, applying advanced research methods, and contributing findings to professional practice within your chosen pathway.</li></ul> <p>Note: PA1-4 will be required to achieve the diploma exit, PA1-7 will be required for a complete Masters degree (please refer exit awards for details)</p>
20.2	<b>Knowledge</b>	After the end of the programme, the learners will be able to:



	<ul style="list-style-type: none"><li>● PB1: critically evaluate the impact of contextual forces on organisations including legal systems; ethical, economic, environmental, social and technological change issues; international developments; corporate governance and the contemporary business and management functions.</li><li>● PB2: integrate multidisciplinary approaches to finance and accounting, including technology, ethical implications, and data analytics, for comprehensive financial decision-making to ensure the success of every project in your chosen pathway and the overall organisation.</li><li>● PB3: critically examine and evaluate the importance of effective strategic human resource management, incorporating multidisciplinary approaches such as technology, ethical considerations, and data analytics, to optimize workforce management and enhance organizational performance.</li><li>● PB4: develop and implement business policies and strategies in the chosen pathway or general management and leading perspective that adapt to changing market conditions, stakeholder interests, and emerging trends, employing specialized and multidisciplinary theoretical and practical knowledge, some of which is at the forefront of the field of study.</li><li>● PB5: critically analyse and innovate production and marketing processes, employing advanced problem-solving techniques to optimize business operations and critically appraising decision making relevant to your chosen pathway.</li><li>● PB6: formulate and adapt business frameworks that anticipate market trends, organizational shifts, and emerging industry challenges, particularly in chosen pathways.</li><li>● PB7: critically review literature, apply research methods, and leverage derived specialized or multidisciplinary theoretical and practical knowledge to create and adapt innovative frameworks that are at the forefront of the business studies within the chosen pathway.</li></ul>
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		<ul style="list-style-type: none"><li>● PB8: evaluate and apply ethical leadership principles, corporate governance frameworks, and sustainability strategies to ensure responsible business practices and positive social impact, especially in the chosen pathway.</li><li>● PB9: synthesize and integrate specialized domain knowledge within their chosen pathway—Tourism and Hospitality Management, Strategic Human Resource Management, Digital Marketing, Accounting and Finance, Supply Chain Management, Technology Leadership, Health Economics &amp; Management, International Business, Environment &amp; Sustainability Management, or General Management—to address sector-specific challenges and opportunities.</li></ul> <p>Note: PB1-7 will be required to achieve the diploma exit, PB1-9 will be required for a complete Masters degree (please refer exit awards for details)</p>
20.3	<b>Skills</b>	<p>After the end of the programme, the learners will be able to:</p> <ul style="list-style-type: none"><li>● PC1: Critically evaluate and synthesize complex, multidisciplinary data, transforming raw information into actionable insights while demonstrating awareness of social, cultural and environmental impact of their decision-making related to general management or their chosen pathway.</li><li>● PC2: Apply advanced quantitative and qualitative research methods to critically analyze and evaluate business challenges, producing original research and deriving data-driven conclusions in dynamic and evolving environments related to their chosen pathway.</li><li>● PC3: Effectively communicate, comprehend, and conclude based on research-driven insights, demonstrating leadership in stakeholder engagement, negotiations, and decision-making across diverse professional settings.</li></ul>



		<ul style="list-style-type: none"><li>● PC4: Exercise innovation, adaptability, and strategic foresight in professional and personal development, fostering continuous learning, leadership excellence, and the ability to respond to emerging knowledge and techniques to strategise actions for competitive advantage.</li><li>● PC5: Lead high-performance teams by fostering collaboration, critical evaluations, and transformative decision-making, demonstrate leadership skills and innovation in complex and unpredictable work environments relevant to your chosen pathway.</li></ul> <p>Note: PC1-2 will be required to achieve the diploma exit, PB1-5 will be required for a complete Masters degree (please refer exit awards for details)</p>
21	<b>General Pedagogical Methods used for this Programme.</b>	<p><b>Concept for the use of teaching aids</b></p> <p>To promote learning in accordance with the desired levels of the further higher education framework, EU Global uses modern teaching aids to facilitate learning such as flipped classrooms where learners are provided content access to pre-read to allow better understanding and promote engaging discussions on application of the concept.</p> <p>Active learning strategies are adopted to ensure development of cognition of learners so that they develop analytical, critical thinking and creative skills.</p> <p>The following are key teaching aids employed within our didactic model:</p> <ol style="list-style-type: none"><li><b>1. Personality Test -</b></li></ol> <p>The goal of the MBTI is to allow respondents to further explore and understand their own personalities including their <b>likes, dislikes, strengths, weaknesses, possible career preferences, and compatibility with other people</b>. This survey is conducted via Truity (<a href="https://www.truity.com/">https://www.truity.com/</a>) for all our new admissions. This refractive exercise helps the mentors and students set the expectations and targets for self-development for the further academic duration of study.</p>



	<ol style="list-style-type: none"><li><b>Learning Resources:</b><ol style="list-style-type: none"><li>Case Studies: Case studies from Harvard and other academic sources, and case lets like daily business news set the base for almost every module. Case studies help in reviewing and applying conceptual frameworks to real-life scenarios to provide solutions and recommendations.</li><li>Simulations: A simulation helps students take probabilistic decisions to witness the results in terms of efficiency of the decision.</li><li>Research papers: Literature and conclusions derived from research papers is a very important source of learning from other scholars. These provide wider perspective and apprises of what have been already researched in the field of study.</li><li>Books: Books are an essential source of study to learn concepts in a systematic manner and to practice exercises.</li><li>Audio-video learning: Audio-video learning has been considered as one of the imperative tools that suits well with varied learning personalities. It includes podcasts, videos from Professors, documentaries from BBC, etc.</li><li>Research Projects: Seminars aim to thoughtfully design research activities such as surveys, etc so that students can learn primary research to investigate a business problem.</li><li>Miscellaneous activities: We promote innovation which every faculty brings. The faculty is advised to prepare academic delivery in an engaging manner. They are motivated to bring in activities like role-plays, presentations, etc.</li></ol></li><li><b>Use of Technology:</b> EU Global has a very well-developed Learning management system which is instrumental in exchange of information between the School's</li></ol>
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		<p>administration, faculty and the students. Each student will be provided an access to our learning management system from day 1 of their enrolment. The system will have the following key components:</p> <ol style="list-style-type: none"><li>1. Induction - the induction module is called "Student Services" which allows access to all the regulations and policies, where students can ask questions, academic writing resources, and all essential information that are instrumental in getting the students to start with us.</li><li>2. module-wise Resources – All the information, and learning resources related to the chosen modules are provided via our learning management system. This provides better communication.</li><li>3. Assessments – The students are required to upload all submission-type assessments via the learning management system.</li><li>4. Career Coaching and Academic Coaching – The students are also provided additional modules to enhance employability via our learning management system.</li></ol> <p>3. Active Learning Strategies adapted to promote practice based active learning include:</p> <ol style="list-style-type: none"><li>1. Structured Reflection in forums and discussions: Learners share experiences from their professional practice, internships, or case studies in moderated discussion forums. These forums are an excellent platform for peer to peer learning besides student to teacher interaction. The students are at times motivated to initiate a new discussion and also comment on at least one fellow response</li><li>2. Students receive additional group sessions such as DoctorFrontierX to advance research &amp; LeadX series to</li></ol>
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		<p>learn from CEOs and apply learning in incubating their own venture.</p> <p>3. Students get an opportunity for individual guidance from faculty or industry experts, for instance Capstone Supervisor.</p> <p>4. Research Surveys, market analysis or other formative exercises given by faculty within the given modules.</p> <p>5. Industry-Based Scenarios: Students apply theoretical frameworks to real-world business cases and discuss their findings with a supervisor.</p> <p>6. Market Research Assignments: Conducting surveys, interviews, or data analysis under faculty supervision.</p> <p>7. Capstone Consulting Project: Students work with an organization on a strategic challenge, guided by faculty.</p> <p>4. The Institution follows a continuous improvement process using feedback and the activities mentioned above are improvised and advanced.</p>
22	<b>Selection Criteria for Tutors/Lecturers for this programme.</b>	<p><i>Responsible course director and academic director of the Master's programme</i></p> <ul style="list-style-type: none"><li>• <i>Minimum PhD Degree</i></li><li>• Relevant Professional experience Minimum 10 Years</li></ul> <p><i>module Faculty:</i></p> <ul style="list-style-type: none"><li>• Minimum Master Degree MQF7 / PhD Preferred</li><li>• Professional experience in Minimum 2 Years with PhD/ OR 5 years with Masters degree.</li><li>• Teaching experience in an academic environment</li><li>• capability to manage academic delivery via Online Campus</li></ul>



		<ul style="list-style-type: none"><li>• capability of recording interactive learning by videos and PowerPoints</li></ul> <p><u>Support to students provided</u></p> <ul style="list-style-type: none"><li>• Online via e-campus</li><li>• Email and phone</li><li>• Video Conference System</li><li>• During workshops and placements</li></ul>
23	<b>General Assessment Method</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission. The report can be a project, analysis, case study, research paper, etc.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>Grading system can be accessed via the following link:</p> <p>Please review Policy our policies here <a href="https://www.euglobal.edu.eu/eu-global-regulation-handbooks">https://www.euglobal.edu.eu/eu-global-regulation-handbooks</a></p>
	<b>Practicum/Dissertation/Final Project</b>	<p>All final exams 60% are always project-based submissions via LMS. This can be essays, research papers, case study, survey results, etc.</p> <p>Post completion of all modules at the end of the module assessments, the learners write a Capstone Consulting Project thesis investigating a real business problem and recommending solutions based on literature, data, analysis and the given situation reflection, prominently called Action Research.</p>



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Curriculum MBA

24	Placement/Work-based learning	NA
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The Programme Structure						
1	List of Programme Modules/Units					
Ref	Module/Unit Title	Compulsory (C) or Elective (E).	E C TS	MQF	Mode of Teaching	Mode of Assessment
CORE modules (TOTAL 30 ECTS)						
MG710 1	Management and Organisational Dynamics	C	3	7	Online	40% Continuous and 60 % End of the module Submission to be conducted via e-campus
MG710 2	Managing Financial Resources and Performance	C	3	7	Online	
MG710 3	Strategic and Digital Marketing	C	3	7	Online	
MG710 4	Project and Operations management	C	3	7	Online	
MG710 5	Financial Markets & Valuation	C	3	7	Online	
MG710 6	Strategic Decision Making: Dealing with Business Complexity	C	3	7	Online	
MG710 7	Economics for decision-making	C	3	7	Online	
MG710 8	Ethical Leadership and Governance	C	3	7	Online	
MG710 9	Corporate Sustainability and Leadership	C	3	7	Online	
MG711 0	Business Communication for Competitive Advantage		3	7	Online	



RESEARCH, INNOVATION & MASTER THESIS (30 ECTS)							
MG711 1	Innovation Management and Design Thinking for Entrepreneurs	C	6	7	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus	
MG711 2	Data-Driven Research and Analytical Insights	C	6	7	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus	
MG711 3	Capstone Consulting Project	C	18	7	Online	100% Master Thesis Submission	
PATHWAYS (30 ECTS)							
PATHWAY 1: TOURISM AND HOSPITALITY MANAGEMENT							
MGTH7 801	Destination Management	E	6	7	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus	
MGTH7 802	International Tourism Policy and Development	E	6	7	Online		
MGTH7 803	Digital Tourism and Hospitality	E	6	7	Online		
MGTH7 804	Organisational Behaviour in International Contexts	E	6	7	Online		
MGTH7 805	Pricing and Revenue Management	E	6	7	Online		
PATHWAY 2: STRATEGIC HUMAN RESOURCE MANAGEMENT							
MGHR7 201	Learning Organisational & Employee Engagement	E	6	7	Online	40% Continuous and 60 % End of the module Submission- to be	
MGHR7 202	Leadership Development and	E	6	7	Online		



	Performance Management					conducted via e-campus	
MGHR7 203	Global Resourcing, Talent and Reward Management	E	6	7	Online		
MGHR7 204	Managing Employment Relations and Employment Law	E	6	7	Online		
MGHR7 205	Strategic Human Resource Learning & Development	E	6	7	Online		

**PATHWAY 3: ENVIRONMENT, ENERGY AND SUSTAINABILITY MANAGEMENT**

MGES7 301	Fundamentals of Sustainability	E	6	7	Online	40% Continuous and 60 % End of the module Submission-to be conducted via e-campus	
MGES7 302	Environmental Science and Energy Transition	E	6	7	Online		
MGES7 303	Environmental Management in Organisations	E	6	7	Online		
MGES7 304	Advanced Principles of Net Zero	E	6	7	Online		
MGES7 305	Government and Environmental Policy	E	6	7	Online		

**PATHWAY 4: STRATEGIC DIGITAL MARKETING**

MGSM 7701	Consumer Behaviour and Market Communications	E	6	7	Online	40% Continuous and 60 % End of the module Submission-to be conducted	
MGSM 7702	Digital and Social Media Marketing	E	6	7	Online		
MGSM 7703	Digital Customer Experience	E	6	7	Online		



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MGSM 7704	Strategic Brand Management	E	6	7	Online	via e-campus	
MGSM 7705	Digital Marketing Analytics	E	6	7	Online		
<b>PATHWAY 5: ACCOUNTING AND FINANCE</b>							
MGAF7 501	Investment Analysis	E	6	7	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus	
MGAF7 502	Corporate Reporting	E	6	7	Online		
MGAF7 503	Derivatives and Financial Risk Management	E	6	7	Online		
MGAF7 504	Fintech & Financial Analytics	E	6	7	Online		
MGAF7 505	Strategic Audit	E	6	7	Online		
<b>PATHWAY 6: OPERATIONS AND SUPPLY CHAIN MANAGEMENT</b>							
MGLS7 101	Logistics Management	E	6	7	Online	40% Continuous and 60 % End of the module Submission- to be conducted via e-campus	
MGLS7 102	Supply Chain Planning, Modelling and Analytics	E	6	7	Online		
MGLS7 103	Procurement and Supply Management	E	6	7	Online		
MGLS7 104	Supply Chain and Operations Strategy	E	6	7	Online		
MGLS7 105	Sustainable Operations Management	E	6	7	Online		
<b>PATHWAY 7: TECHNOLOGY LEADERSHIP</b>							
MGTL9 101	Emerging Technologies for Business Landscape	E	6	7	Online	40% Continuous and 60 % End of the module	
MGTL9 102	Business Analytics	E	6	7	Online		



	Foundation using R/ Excel					Submission-to be conducted via e-campus	
MGTL9 103	Predictive Analytics and Data Modelling	E 6		7	Online		
MGTL9 104	Data visualisation, Dashboards & Storytelling	E 6		7	Online		
MGTL9 105	Information & Cyber Security	E 6		7	Online		
<b>PATHWAY 8: HEALTH ECONOMICS &amp; HEALTHCARE MANAGEMENT</b>							
MGHE8 101	Health Economic and Business Decision Techniques	E 6		7	Online	40% Continuous and 60 % End of the module Submission-to be conducted via e-campus	
MGHE8 102	Strategic Healthcare Management and Policies	E 6		7	Online		
MGHE8 103	Leading Change and Quality Improvement in Healthcare	E 6		7	Online		
MGHE8 104	Big Data, AI and Machine Learning in Healthcare	E 6		7	Online		
MGHE8 105	Digitalisation in Healthcare	E 6		7	Online		
<b>PATHWAY 9: INTERNATIONAL BUSINESS</b>							
MGIB7 401	International Business Policy	E 6		7	Online	40% Continuous and 60 % End of the module Submission-to be conducted via e-campus	
MGIB7 402	International Marketing	E 6		7	Online		
MGIB7 403	International Finance	E 6		7	Online		
MGIB7 404	International Organisations & Strategy	E 6		7	Online		



MGIB7 405	Global Business Management	E	6	7	Online		
	<b>PATHWAY 10: GENERAL MANAGEMENT</b>						
	Choose any module of your choice from given Pathways and is offered by the Institute at time of admission worth 30 ECTS						
2	<b>Total ECTS Requesting Accreditation</b>			330 ECTS			
3	<b>Total ECTS for Programme Completion</b>			90 ECTS			
4	<b>Exit Awards/Qualifications</b>			<p><b>Qualification 1:</b> <b>Post Graduate Diploma in Tourism And Hospitality Management</b> MQF Level 7/ 60 ECTS Duration: 9-24 months Entry: Same as MBA</p> <p><b>Modules:</b></p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS (10 Modules of 3 ECTS per module)</li><li>• Complete all modules for Pathway 1: Tourism And Hospitality Management (5 Modules of 6 ECTS per module)</li></ul> <p><b>Qualification 2:</b> <b>Post Graduate Diploma in Strategic Human Resource Management</b> MQF Level 7/ 60 ECTS Duration: 9-24 months Entry: Same as MBA</p> <p><b>Modules:</b></p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS (10 Modules of 3 ECTS per module)</li><li>• Complete all modules for Pathway 2: Strategic Human Resource Management (5 Modules of 6 ECTS per module)</li></ul>			



		<p><b>Qualification 3:</b> <b>Post Graduate Diploma in Environment, Energy And Sustainability Management</b> MQF Level 7/ 60 ECTS Duration: 9-24 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS (10 Modules of 3 ECTS per module)</li><li>• Complete all modules for Pathway 3: Environment, Energy And Sustainability Management (5 Modules of 6 ECTS per module)</li></ul> <p><b>Qualification 4:</b> <b>Post Graduate Diploma in Strategic Digital Marketing</b> MQF Level 7/ 60 ECTS Duration: 9-24 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS</li><li>• Complete all modules for Pathway 4: Strategic Digital Marketing</li></ul> <p><b>Qualification 5:</b> <b>Post Graduate Diploma in Accounting And Finance</b> MQF Level 7/ 60 ECTS Duration: 9-24 months for Online Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS</li><li>• Complete all modules for Pathway 5: Accounting And Finance</li></ul> <p><b>Qualification 6:</b> <b>Post Graduate Diploma in Operations And Supply Chain Management</b> MQF Level 7/ 60 ECTS Duration: 9-24 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS</li><li>• Complete all modules for Pathway 6: Operations And Supply Chain Management</li></ul> <p><b>Qualification 7:</b> <b>Post Graduate Diploma in Technology Leadership</b> Duration: 9-24 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS</li><li>• Complete all modules for Pathway 7: Technology Leadership</li></ul>
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		<p><b>Qualification 8:</b> <b>Post Graduate Diploma in Health Economics &amp; Management</b> MQF Level 7/ 60 ECTS Duration: 9-24 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS</li><li>• Complete all modules for Pathway 8: Health Economics &amp; Management</li></ul> <p><b>Qualification 9:</b> <b>Post Graduate Diploma in International Business</b> MQF Level 7/ 60 ECTS Duration: 9-24 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS</li><li>• Complete all modules for Pathway 9: International Business</li></ul> <p><b>Qualification 10:</b> <b>Post Graduate Certificate in Tourism And Hospitality Management</b> MQF Level 7/ 30 ECTS Duration: 4-12 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all modules for Pathway 1: Tourism And Hospitality Management (5 Modules of 6 ECTS per module)</li></ul> <p><b>Qualification 11:</b> <b>Post Graduate Certificate in Strategic Human Resource Management</b> MQF Level 7/ 30 ECTS Duration: 4-12 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all modules for Pathway 2: Strategic Human Resource Management (5 Modules of 6 ECTS per module)</li></ul> <p><b>Qualification 12:</b> <b>Post Graduate Certificate in Environment, Energy And Sustainability Management</b> MQF Level 7/ 30 ECTS Duration: 4-12 months</p>
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		<p>Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all modules for Pathway 3: Environment, Energy And Sustainability Management (5 Modules of 6 ECTS per module)</li></ul> <p><b>Qualification 13:</b></p> <p><b>Post Graduate Certificate in Strategic Digital Marketing</b></p> <p>MQF Level 7/ 30 ECTS</p> <p>Duration: 4-12 months</p> <p>Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all modules for Pathway 4: Strategic Digital Marketing (5 Modules of 6 ECTS per module)</li></ul> <p><b>Qualification 14:</b></p> <p><b>Post Graduate Certificate in Accounting And Finance</b></p> <p>MQF Level 7/ 30 ECTS</p> <p>Duration: 4-12 months</p> <p>Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all modules for Pathway 5: Accounting And Finance (5 Modules of 6 ECTS per module)</li></ul> <p><b>Qualification 15:</b></p> <p><b>Post Graduate Certificate in Operations And Supply Chain Management</b></p> <p>MQF Level 7/ 30 ECTS</p> <p>Duration: 4-12 months</p> <p>Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all modules for Pathway 6: Operations And Supply Chain Management (5 Modules of 6 ECTS per module)</li></ul> <p><b>Qualification 16:</b></p> <p><b>Post Graduate Certificate in Technology Leadership</b></p> <p>MQF Level 7/ 30 ECTS</p> <p>Duration: 4-12 months</p> <p>Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all modules for Pathway 7: Technology Leadership (5 Modules of 6 ECTS per module)</li></ul> <p><b>Qualification 17:</b></p>
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		<p><b>Post Graduate Certificate in Health Economics &amp; Management</b> MQF Level 7/ 30 ECTS Duration: 4-12 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all modules for Pathway 8: Health Economics &amp; Management (5 Modules of 6 ECTS per module)</li></ul>
		<p><b>Qualification 18:</b> <b>Post Graduate Certificate in International Business</b> MQF Level 7/ 30 ECTS Duration: 4-12 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all modules for Pathway 9: International Business (5 Modules of 6 ECTS per module)</li></ul>
		<p><b>Qualification 19:</b> <b>Post Graduate Certificate in General Management</b> MQF Level 7/ 30 ECTS Duration: 4-12 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS (10 Modules of 3 ECTS each)</li></ul>
		<p><b>Qualification 20:</b> <b>Post Graduate Certificate in Research &amp; Innovation</b> MQF Level 7/ 30 ECTS Duration: 4-12 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Innovation Management and Design Thinking for Entrepreneurs (6 ECTS)</li><li>• Data-Driven Research and Analytical Insights (6 ECTS)</li><li>• Capstone Consulting Project (18 ECTS)</li></ul>
		<p><b>Qualification 21:</b> <b>Post Graduate Diploma in Management</b> MQF Level 7/ 60 ECTS Duration: 9-24 months Entry: Same as MBA</p> <p>Modules:</p> <ul style="list-style-type: none"><li>• Complete all Core Modules and gain 30 ECTS</li><li>• Complete all modules for Research, Innovation &amp; Thesis and gain 30 ECTS, comprising of the following</li></ul>



		<p>Innovation Management and Design Thinking for Entrepreneurs (6 ECTS) Data-Driven Research and Analytical Insights (6 ECTS) Capstone Consulting Project (18 ECTS)</p> <p><b>Awards:</b></p> <p><b>Duration:</b></p> <p>3 ECTS: 3-6 weeks 6 ECTS: 5-10 weeks 18 ECTS: 15-30 weeks</p> <table border="1"><thead><tr><th>Award Sr. No.</th><th>Award in</th><th>ECTS</th><th>MQF</th></tr></thead><tbody><tr><td>1</td><td>Award in Management and Organisational Dynamics (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>2</td><td>Award in Managing Financial Resources and Performance (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>3</td><td>Award in Strategic and Digital Marketing (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>4</td><td>Award in Project and Operations management (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>5</td><td>Award in Financial Markets &amp; Valuation (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>6</td><td>Award in Strategic Decision Making: Dealing with Business Complexity (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>7</td><td>Award in Economics for decision-making</td><td>3</td><td>7</td></tr><tr><td>8</td><td>Award in Ethical Leadership and Governance (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>9</td><td>Award in Corporate Sustainability and Leadership (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>10</td><td>Award in Business Communication for Competitive Advantage (Business Administration)</td><td>3</td><td>7</td></tr><tr><td>11</td><td>Award in Innovation Management and Design Thinking for Entrepreneurs (Business Administration)</td><td>6</td><td>7</td></tr><tr><td>12</td><td>Award in Data-Driven Research and Analytical Insights (Business Administration)</td><td>6</td><td>7</td></tr><tr><td>13</td><td>Award in Capstone Consulting Project (Business Administration)</td><td>18</td><td>7</td></tr></tbody></table>	Award Sr. No.	Award in	ECTS	MQF	1	Award in Management and Organisational Dynamics (Business Administration)	3	7	2	Award in Managing Financial Resources and Performance (Business Administration)	3	7	3	Award in Strategic and Digital Marketing (Business Administration)	3	7	4	Award in Project and Operations management (Business Administration)	3	7	5	Award in Financial Markets & Valuation (Business Administration)	3	7	6	Award in Strategic Decision Making: Dealing with Business Complexity (Business Administration)	3	7	7	Award in Economics for decision-making	3	7	8	Award in Ethical Leadership and Governance (Business Administration)	3	7	9	Award in Corporate Sustainability and Leadership (Business Administration)	3	7	10	Award in Business Communication for Competitive Advantage (Business Administration)	3	7	11	Award in Innovation Management and Design Thinking for Entrepreneurs (Business Administration)	6	7	12	Award in Data-Driven Research and Analytical Insights (Business Administration)	6	7	13	Award in Capstone Consulting Project (Business Administration)	18	7
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14	Award in Destination Management (Tourism and Hospitality Management)	6	7
15	Award in International Tourism Policy and Development (Tourism and Hospitality Management)	6	7
16	Award in Digital Tourism and Hospitality (Tourism and Hospitality Management)	6	7
17	Award in Organisational Behaviour in International Contexts (Tourism and Hospitality Management)	6	7
18	Award in Pricing and Revenue Management (Tourism and Hospitality Management)	6	7
19	Award in Learning Organisational & Employee Engagement (Strategic Human Resource Management)	6	7
20	Award in Leadership Development and Performance Management (Strategic Human Resource Management)	6	7
21	Award in Global Resourcing, Talent and Reward Management (Strategic Human Resource Management)	6	7
22	Award in Managing Employment Relations and Employment Law (Strategic Human Resource Management)	6	7
23	Award in Strategic Human Resource Learning & Development (Strategic Human Resource Management)	6	7
24	Award in Fundamentals of Sustainability (Environment, Energy and Sustainability management)	6	7
25	Award in Environmental Science and Energy Transition (Environment, Energy and Sustainability management)	6	7
26	Award in Environmental Management in Organisations (Environment, Energy and Sustainability management)	6	7
27	Award in Advanced Principles of Net Zero (Environment, Energy and Sustainability management)	6	7
28	Award in Government and Environmental Policy (Environment, Energy and Sustainability management)	6	7
29	Award in Consumer Behaviour and Market Communications (Strategic Digital Marketing)	6	7
30	Award in Digital and Social Media Marketing (Strategic Digital Marketing)	6	7
31	Award in Digital Customer Experience (Strategic Digital Marketing)	6	7
32	Award in Strategic Brand Management (Strategic Digital Marketing)	6	7
33	Award in Digital Marketing Analytics (Strategic Digital Marketing)	6	7



		Curriculum MBA		
		34 Award in Investment Analysis (Accounting and Finance)	6	7
		35 Award in Corporate Reporting (Accounting and Finance)	6	7
		36 Award in Derivatives and Financial Risk Management (Accounting and Finance)	6	7
		37 Award in Fintech & Financial Analytics (Accounting and Finance)	6	7
		38 Award in Strategic Audit (Accounting and Finance)	6	7
		39 Award in Logistics Management (Operations and Supply Chain Management)	6	7
		40 Award in Supply Chain Planning, Modelling and Analytics (Operations and Supply Chain Management)	6	7
		41 Award in Procurement and Supply Management (Operations and Supply Chain Management)	6	7
		42 Award in Supply Chain and Operations Strategy (Operations and Supply Chain Management)	6	7
		43 Award in Sustainable Operations Management (Operations and Supply Chain Management)	6	7
		44 Award in Emerging Technologies for Business Landscape (Technology Leadership)	6	7
		45 Award in Business Analytics Foundation using R/Excel (Technology Leadership)	6	7
		46 Award in Predictive Analytics and Data Modelling (Technology Leadership)	6	7
		47 Award in Data visualisation, Dashboards & Storytelling (Technology Leadership)	6	7
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		52 Award in Big Data, AI and Machine Learning in Healthcare (Health Economics & Healthcare Management)	6	7
		53 Award in Digitalisation in Healthcare (Health Economics & Healthcare Management)	6	7
		54 Award in International Business Policy (International Business)	6	7
		55 Award in International Marketing (International Business)	6	7
		56 Award in International Finance (International Business)	6	7
		57 Award in International Organisations & Strategy (International Business)	6	7
		58 Award in Global Business Management (International Business)	6	7
5	<b>Structure of Programme</b>	Students normal progression will be to complete all core modules, then pathways and later research, innovation and master thesis.  We offer modules in these tracks and following is the duration recommended for normal		



		<p>progression, however in online can be accelerated or done in part-time:</p> <ul style="list-style-type: none"><li>● <b>Sem 1 (6 months): Core Modules:</b> Holistic Management Perspective (Total 30 ECTS)</li><li>● <b>Sem 2 (6 months): Pathways</b> (30 ECTS)</li><li>● <b>Sem 3 (6 months): Research, Innovation &amp; Thesis</b> (30 ECTS)</li></ul> <p>The order within the track can be modified.</p>
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## Module/Unit Structure

### MG7101 Management and Organisational Dynamics

#### Module : MG7101

1	<b>Title of Module/Title</b>	<b>Management and Organisational Dynamics</b>
2	<b>Module/Unit Description</b>	<p>This module provides an in-depth exploration of management practices and the complexities of organizational dynamics in contemporary business environments. It emphasizes the role of management in shaping organizational behaviour, culture, and effectiveness. Through a combination of theoretical frameworks and practical applications, students will gain a comprehensive understanding of how to navigate and influence the internal and external forces that impact organizations.</p> <p>Students will critically analyse the interplay between management strategies and organizational structures, assessing how these elements contribute to overall organizational performance. The module also addresses contemporary challenges such as globalization, technological advancements, and diversity in the workplace, providing students with the tools to manage and lead effectively in a rapidly changing business landscape.</p> <p>By the end of the module, students will be equipped with the knowledge and skills to diagnose organizational issues, implement effective management strategies, and lead teams towards achieving organizational goals.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. critically evaluate and apply management theories to diagnose organizational issues and develop strategic solutions that enhance organizational performance.</li><li>2. understand and exercise leadership roles within organizations, including the ability to inspire, motivate, and guide teams towards achieving common goals.</li><li>3. communicate, and work on conflict resolution, and develop teamwork within diverse environments leveraging individual strengths, and managing group dynamics to achieve organizational objectives.</li></ol>



		<ol style="list-style-type: none"><li>4. develop a strong sense of ethical responsibility and the ability to navigate complex ethical dilemmas in management, ensuring decisions align with both organizational values and societal expectations.</li><li>5. adapt to changing organizational environments, including the ability to innovate and respond proactively to emerging challenges and opportunities.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1 - critically evaluate and synthesize key management theories and their application to complex organizational dynamics.</p> <p>A2 - analyze and interpret the impact of individual and group behavior on organizational performance, integrating behavioral theories to propose evidence-based solutions.</p> <p>A3 - assess and critically appraise the role of leadership and power in shaping organizational culture and effectiveness.</p> <p>A4 - formulate and apply management strategies to resolve conflicts and drive organizational changes effectively.</p> <p>A5 - critically examine the influence of external factors such as globalization and technology on organizational dynamics and adaptability.</p> <p>A6 - design and implement strategies for leading diverse teams and fostering an inclusive organizational environment.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills to be able to:</p> <p>B1- lead teams with proficiency, motivating employees to align with organizational strategy while integrating advanced research methodologies to inform leadership decisions.</p> <p>B2 - resolve conflicts and effectively manage organizational change initiatives by utilising evidence-based practices in conflict resolution and change management.</p> <p>B3 - analyze complex situations, synthesize quantitative and qualitative data, and develop innovative solutions informed by investigative research methodologies and critical analysis to resolve organisational challenges.</p> <p>B4 - enhance communication skills through advanced storytelling techniques backed by empirical research, and effectively manage cultural diversity within the workplace</p>



	<p>through evidence-based cross-cultural management strategies.</p> <p>B5 - gain competence in making ethical decisions, applying sustainability principles and corporate social responsibility, with tasks that require critical reflection on social, cultural, and environmental impacts of decisions.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - identify learning needs and design evidence-based development plans to address them, incorporating reflective learning techniques and continuous professional growth strategies.</p> <p>C2 - develop an awareness of the impact of your own thinking and behaviour and use this as the basis for developing your professional and personal competences during this module.</p> <p>C3 - conduct an independent inquiry, investigation and on-going reflection on your own learning in context, contributing to the generation of new knowledge.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>a) engage with diverse learning platforms and critically assess their effectiveness in digital education.</li><li>b) utilize the Office package or comparable office software for data analysis, reporting, and decision-making.</li><li>c) create compelling online presentations using evidence-based design and storytelling techniques.</li><li>d) conduct independent online research with an emphasis on academic databases and credible sources.</li><li>e) effectively use various video conferencing systems to facilitate virtual collaboration and remote learning.</li><li>f) scan, print, and upload materials online while ensuring compliance with data security standards.</li><li>g) work with e-book readers to optimize digital learning and research accessibility.</li><li>h) utilize plagiarism detection software to uphold academic integrity in research and writing.</li></ul>



		<ul style="list-style-type: none"><li>i) engage in online peer-to-peer collaboration using structured research forums and discussion platforms.</li><li>j) communicate professionally via digital platforms such as WhatsApp, Skype, and Teams.</li><li>k) independently organize student intervention meetings using online platforms for knowledge-sharing and skill development.</li><li>l) effectively use citation software to manage references and enhance research credibility.</li><li>m) optimize the use of sound transmission and camera technology to enhance virtual engagement and presentation delivery.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	3								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>15</td></tr><tr><td>Self – Study Hours</td><td>30</td></tr><tr><td>Assessment Hours</td><td>15</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>15</td></tr></table>	Total Contact Hours	15	Self – Study Hours	30	Assessment Hours	15	Supervised Placement and Practice Hours	15
Total Contact Hours	15									
Self – Study Hours	30									
Assessment Hours	15									
Supervised Placement and Practice Hours	15									
7	<b>Total Learning Hours for this module/unit.</b>	75								
8	<b>Mode of Delivery</b>	<table border="1"><tr><td><input type="checkbox"/> 100% Face to Face</td></tr><tr><td><input checked="" type="checkbox"/> 100% Online</td></tr><tr><td><input type="checkbox"/> Blended Learning Point D9 is required to be filled in.</td></tr><tr><td><input type="checkbox"/> Work Based Learning</td></tr></table>	<input type="checkbox"/> 100% Face to Face	<input checked="" type="checkbox"/> 100% Online	<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.	<input type="checkbox"/> Work Based Learning				
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<input checked="" type="checkbox"/> 100% Online										
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<input type="checkbox"/> Work Based Learning										
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table border="1"><tr><td>%</td></tr></table>	%							
%										



		Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto; text-align: center;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ul style="list-style-type: none"><li>• Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>• Notes of the faculty lecture</li><li>• Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>• Unit-wise assessment which is multiple choice questions.</li><li>• Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>• Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ul> <p><b>Curriculum</b></p> <p>Unit 1: Introduction to Management and Organizational Dynamics</p> <ul style="list-style-type: none"><li>1.1 Overview of Management Theories</li><li>1.2 Evolution of Organizational Dynamics</li><li>1.3 The Role of Managers in Organizational Success</li></ul> <p>Unit 2: Organizational Behavior</p> <ul style="list-style-type: none"><li>2.1 Individual Behavior in Organizations</li><li>2.2 Group Dynamics and Teamwork</li><li>2.3 Organizational Culture and Its Impact</li></ul> <p>Unit 3: Leadership in Organizations</p> <ul style="list-style-type: none"><li>3.1 Leadership Theories and Styles</li><li>3.2 Leadership vs. Management</li><li>3.3 Developing Leadership Skills</li></ul> <p>Unit 4: Motivation and Employee Engagement</p> <ul style="list-style-type: none"><li>4.1 Theories of Motivation (e.g., Maslow, Herzberg)</li><li>4.2 Techniques for Enhancing Employee Engagement</li></ul>



	<p>4.3 Aligning Individual Goals with Organizational Objectives</p> <p><b>Unit 5: Communication in Organizations</b></p> <ul style="list-style-type: none"><li>5.1 Effective Communication Strategies</li><li>5.2 Barriers to Communication</li><li>5.3 The Role of Communication in Leadership and Management</li></ul> <p><b>Unit 6: Decision-Making Processes</b></p> <ul style="list-style-type: none"><li>6.1 Rational vs. Bounded Rationality in Decision-Making</li><li>6.2 Group Decision-Making and Consensus Building</li><li>6.3 Ethical Decision-Making in Organizations</li></ul> <p><b>Unit 7: Power, Politics, and Conflict in Organizations</b></p> <ul style="list-style-type: none"><li>7.1 Sources and Types of Power</li><li>7.2 Organizational Politics and Its Impact</li><li>7.3 Conflict Resolution Techniques</li></ul> <p><b>Unit 8: Organizational Change and Development</b></p> <ul style="list-style-type: none"><li>8.1 Theories of Organizational Change (e.g., Lewin's Change Model)</li><li>8.2 Managing Resistance to Change</li><li>8.3 Strategies for Successful Organizational Development</li></ul> <p><b>Unit 9: Innovation and Organizational Adaptability</b></p> <ul style="list-style-type: none"><li>9.1 Fostering a Culture of Innovation</li><li>9.2 Strategies for Organizational Adaptability</li><li>9.3 The Role of Technology in Organizational Dynamics</li></ul> <p><b>Unit 10: Globalization and Cross-Cultural Management</b></p> <ul style="list-style-type: none"><li>10.1 Impact of Globalization on Organizations</li><li>10.2 Managing Cross-Cultural Teams</li><li>10.3 Global Leadership and Ethics</li></ul>
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#### **Support:**

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

- Student Success Manager: is the first point of contact for every student for any query.
- If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
- If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
- If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.
- In all cases, the turnaround time to resolve the query is within 3 working days.



		<ul style="list-style-type: none"><li>• All interactions take place via e-campus to maintain an adequate record of information.</li></ul> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ul style="list-style-type: none"><li>• Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>• The process helps in organising study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ul>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The written submission is a real-world case study analysis. The analysis will be written in 1200 words and submitted 1 week after the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type off assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner</p>



		has sufficient understanding of expectation from the assignment.
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Robbins, S.P., &amp; Judge, T.A. (2022). <i>Organizational Behavior</i> (19th ed.). Hoboken, NJ: Pearson.</li><li>2. Northouse, P.G. (2021). <i>Leadership: Theory and Practice</i> (9th ed.). Thousand Oaks, CA: Sage Publications.</li><li>3. Cameron, E., &amp; Green, M. (2020). <i>Making Sense of Change Management: A Complete Guide to the Models, Tools, and Techniques of Organizational Change</i> (5th ed.). London: Kogan Page.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Schein, E.H., &amp; Schein, P. (2017). <i>Organizational Culture and Leadership</i> (5th ed.). Hoboken, NJ: Wiley.</li><li>2. Yukl, G. (2019). <i>Leadership in Organizations</i> (9th ed.). Boston, MA: Pearson.</li><li>3. Cummings, T.G., &amp; Worley, C.G. (2018). <i>Organization Development and Change</i> (11th ed.). Boston, MA: Cengage Learning.</li></ol> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. Academy of Management Journal</li><li>2. Journal of Organizational Behavior</li><li>3. Leadership &amp; Organization Development Journal</li><li>4. Journal of Applied Behavioral Science</li><li>5. Harvard Business Review</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual</p>



		<p>Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MG7102 Managing Financial Resources and Performance

Module : [ MG7102 ]

1	<b>Title of Module/Title</b>	<b>Managing Financial Resources and Performance</b>
2	<b>Module/Unit Description</b>	<p>This MBA module is intended to examine the theory and current practice of financial reporting, managerial and cost accounting, analysis, and valuation in organizations of various sizes and ranges. Students will get exposure to develop a framework for the use of accounting theory, practice, and tools in the management and leadership of organizations. This will also enable them to apply financial standards and ratios to financial statements and reports for a selection of for-profit, non-profit, and public organizations. This module focusses on professional development that requires students' active engagement with a wide variety of materials, activities, and resources to interpret financial data for the purpose of constructing risk assessment, valuation, forecasting activities, and reporting financial results. It will also acquaint them with the preparation of financial statements and understanding of accounting reports.</p> <p>This module will provide students with an in-depth understanding of methods of management, measurement,</p>



		and control of financial risks, as well as approaches to detecting and managing the risks of financial reporting manipulation, respectively.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. assess the accounting risks of errors, fraud, and audit tools to detect them.</li><li>2. elaborate cost behavior patterns and implications for break-even, scalability, and profitability forecasts and reporting.</li><li>3. determine cost calculation in management.</li><li>4. devise corporate finance techniques and critically evaluate finance and investment theory with particular reference to the operation of financial markets.</li><li>5. appraise theories of financial statements and related analysis.</li><li>6. determine basic finance management knowledge and communicate effectively using standard business terminology.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1- critically analyze the goals of financial management and apply strategic decision-making frameworks to optimize business performance.</p> <p>A2 - assess and evaluate various funding sources, financial instruments, and markets to determine the most suitable financing strategies for business sustainability and growth.</p> <p>A3 - critically evaluate and formulate investment strategies that align with business objectives, optimizing return on investment and enhancing long-term organizational valuation.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1 - evaluate and critically assess equity and debt finance - both the forms they take and the processes for raising such financings by integrating financial research and case-based analysis .</p> <p>B2 - design analytical reviews of financial results, proposals, and plans using advanced financial modeling techniques and scenario analysis.</p>



	<p>B3 - critically evaluate and discuss credit risk, liquidity risk, credit risk, FX risk, interest rate risk, contingency risk, and operational risk and understand how these risks can be measured and managed.</p> <p>B4 - recognize the importance of appropriate financing structure and undertake a 'risk-mapping' of a company or organization.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- design risk management techniques and use mathematical skills to determine their effectiveness.</p> <p>C2 - examine financial instruments (and other methods) to demonstrate how risks can be managed.</p> <p>C3 - construct and optimise a financing portfolio by applying financial forecasting, diversification strategies, and real-time data analytics.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Engage with financial analytics software and critically assess their role in financial decision-making.</li><li>• Utilize the Office package or comparable software for financial modeling, risk analysis, and reporting.</li><li>• Create data-driven online presentations using visualization tools to communicate complex financial insights.</li><li>• Conduct independent financial research online, leveraging academic databases and financial news sources.</li><li>• Effectively use various video conferencing systems for virtual collaboration on financial case studies.</li><li>• Scan, print, and upload financial reports online while ensuring data security and compliance.</li><li>• Work with financial e-book readers to optimize digital learning and reference financial literature.</li><li>• Use plagiarism detection software to uphold academic and professional integrity in financial reporting.</li><li>• Engage in online peer-to-peer collaboration for financial case study discussions and problem-solving.</li><li>• Communicate professionally via digital platforms (WhatsApp, Skype, Teams) for real-time financial analysis.</li></ul>
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		<ul style="list-style-type: none"><li>Independently organize financial strategy meetings using various online collaboration tools.</li><li>Use citation software to manage references in financial research and reports.</li><li>Optimize sound transmission and camera technology for virtual financial presentations and stakeholder discussions.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	3								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>15</td></tr><tr><td>Self – Study Hours</td><td>30</td></tr><tr><td>Assessment Hours</td><td>15</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>15</td></tr></table>	Total Contact Hours	15	Self – Study Hours	30	Assessment Hours	15	Supervised Placement and Practice Hours	15
Total Contact Hours	15									
Self – Study Hours	30									
Assessment Hours	15									
Supervised Placement and Practice Hours	15									
7	<b>Total Learning Hours for this module/unit.</b>	75								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table><tr><td>%</td></tr></table> Contact Hours delivered Face to Face  <table><tr><td>%</td></tr></table>	%	%						
%										
%										



10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Financial Management</b></p> <ul style="list-style-type: none"><li>1.1 Objectives of Financial Management</li><li>1.2 The Role of the Financial Manager</li><li>1.3 Financial Decision-Making Processes</li></ul> <p><b>Unit 2: Financial Statements and Analysis</b></p> <ul style="list-style-type: none"><li>2.1 Understanding Key Financial Statements (Income Statement, Balance Sheet, Cash Flow Statement)</li><li>2.2 Ratio Analysis and Performance Metrics</li><li>2.3 Trend Analysis and Benchmarking</li></ul> <p><b>Unit 3: Budgeting and Forecasting</b></p> <ul style="list-style-type: none"><li>3.1 Types of Budgets (Operational, Capital, Cash Flow)</li><li>3.2 Budget Preparation and Management</li><li>3.3 Financial Forecasting Techniques</li></ul> <p><b>Unit 4: Cost Management and Control</b></p> <ul style="list-style-type: none"><li>4.1 Types of Costs (Fixed, Variable, Direct, Indirect)</li><li>4.2 Cost-Volume-Profit Analysis</li><li>4.3 Activity-Based Costing and Management</li></ul> <p><b>Unit 5: Working Capital Management</b></p> <ul style="list-style-type: none"><li>5.1 Components of Working Capital</li><li>5.2 Cash Management and Liquidity</li></ul>



	<p>5.3 Credit Management and Inventory Control</p> <p><b>Unit 6: Investment Appraisal and Capital Budgeting</b></p> <ul style="list-style-type: none"><li>6.1 Time Value of Money and Discounted Cash Flow</li><li>6.2 Net Present Value (NPV) and Internal Rate of Return (IRR)</li><li>6.3 Payback Period and Profitability Index</li></ul> <p><b>Unit 7: Financing Decisions and Capital Structure</b></p> <ul style="list-style-type: none"><li>7.1 Sources of Financing (Equity, Debt, Hybrid)</li><li>7.2 Cost of Capital and WACC</li><li>7.3 Optimal Capital Structure and Leverage</li></ul> <p><b>Unit 8: Performance Measurement and Management</b></p> <ul style="list-style-type: none"><li>8.1 Key Performance Indicators (KPIs)</li><li>8.2 Balanced Scorecard Approach</li><li>8.3 Financial vs. Non-Financial Performance Metrics</li></ul> <p><b>Unit 9: Risk Management in Financial Decision-Making</b></p> <ul style="list-style-type: none"><li>9.1 Types of Financial Risks (Market, Credit, Liquidity, Operational)</li><li>9.2 Risk Assessment and Mitigation Strategies</li><li>9.3 Hedging Techniques and Derivatives</li></ul> <p><b>Unit 10: Strategic Financial Management</b></p> <ul style="list-style-type: none"><li>10.1 Aligning Financial Strategy with Business Strategy</li><li>10.2 Value-Based Management and Shareholder Value</li><li>10.3 Mergers, Acquisitions, and Corporate Restructuring</li></ul>
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**Support:**

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1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.
5. In all cases, the turnaround time to resolve the query is within 3 working days.
6. All interactions take place via e-campus to maintain adequate record of information.



		<p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is the report submission. The report is a Comprehensive Financial Analysis and Strategy Report of a chosen company. The word count to be followed is 1500 words and the report should be submitted in 2 weeks time post module completion.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and is to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners atleast 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>



	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Brigham, E.F., &amp; Ehrhardt, M.C. (2022). Financial Management: Theory and Practice (17th ed.). Boston, MA: Cengage Learning.</li><li>2. Ross, S.A., Westerfield, R.W., Jaffe, J., &amp; Jordan, B.D. (2019). Corporate Finance (13th ed.). New York, NY: McGraw-Hill Education.</li><li>3. Berk, J., &amp; DeMarzo, P. (2020). Corporate Finance (5th ed.). Harlow: Pearson.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Damodaran, A. (2021). Corporate Finance: A Valuation Approach (4th ed.). Hoboken, NJ: Wiley.</li><li>2. Parrino, R., Kidwell, D.S., &amp; Bates, T.W. (2019). Fundamentals of Corporate Finance (4th ed.). Hoboken, NJ: Wiley.</li><li>3. Hillier, D. (2021). Financial Markets and Corporate Strategy (4th ed.). London: McGraw-Hill Education.</li><li>4. Koller, T., Goedhart, M., &amp; Wessels, D. (2020). Valuation: Measuring and Managing the Value of Companies (7th ed.). Hoboken, NJ: Wiley.</li><li>5. Klammer, T., Koch, B., &amp; Wilner, N. (2018). Cost Management: Measuring, Monitoring, and Motivating Performance (3rd ed.). New York, NY: McGraw-Hill Education.</li></ol> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. Journal of Finance</li><li>2. Financial Management</li><li>3. Review of Financial Studies</li><li>4. Journal of Corporate Finance</li></ol>



	<p>5. Managerial Finance</p> <p>Final Note</p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MG7103 Strategic and Digital Marketing

Module D : [ MG7103 ]		
1	Title of Module/Title	Strategic and Digital Marketing
2	Module/Unit Description	In today's rapidly evolving digital landscape, businesses must adapt their marketing strategies to effectively engage with consumers and drive growth. The Strategic and Digital Marketing module equips MBA students with the knowledge and skills required to navigate the complexities of digital marketing and leverage technology to achieve competitive advantage. This module offers a comprehensive exploration of digital marketing strategies, tools, and best practices, with a focus on strategic decision-making and management in the digital era. The module emphasizes the integration of digital marketing with overall business strategy, exploring how data-driven insights can inform marketing decisions, enhance customer engagement, and drive organizational performance.



		<p>Through a combination of lectures, case studies, and hands-on projects, students will gain practical experience in designing and implementing digital marketing campaigns that align with business objectives. By the end of the module, students will have developed a strategic mindset and the ability to critically evaluate and implement digital marketing strategies that enhance brand value, optimize customer experiences, and drive sustainable business growth in a competitive digital environment.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. create and implement strategic digital marketing plans that align with overall business objectives.</li><li>2. monitor and analyze digital marketing performance using key metrics and analytics tools.</li><li>3. ensure the integration of digital marketing strategies with traditional marketing efforts for a cohesive approach.</li><li>4. manage the use of emerging digital technologies to enhance marketing effectiveness and customer engagement.</li><li>5. guide the evaluation of the impact of digital marketing strategies on brand reputation and business performance.</li><li>6. demonstrate communication skills to convey marketing information persuasively and accurately in oral, written, graphic, and interactive media formats.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit, the learner will be able to:</p> <p>A1 - critically assess the fundamental concepts and frameworks of digital marketing, including SEO, content marketing, and social media strategy to develop data-driven marketing solutions.</p> <p>A2 - analyze and interpret key performance indicators (KPIs) and metrics used in digital marketing to measure the effectiveness of campaigns.</p> <p>A3 - critically evaluate the role of data analytics in shaping and optimizing digital marketing strategies for competitive advantage.</p>



		<p>A4 - assess and synthesize the impact of emerging technologies, such as AI and machine learning, on digital marketing practices and strategic decision-making.</p> <p>A5 - critically examine the ethical considerations and challenges in digital marketing, including data privacy, consumer protection, and transparency to ensure responsible marketing practices.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1 - design and implement comprehensive digital marketing strategies that align with business goals, leveraging data analytics and evidence-based marketing principles.</p> <p>B2 - manage and optimise digital marketing campaigns across various platforms, utilizing tools such as Google Analytics, social media management software, and CRM systems.</p> <p>B3 - critically analyse digital marketing data to derive actionable insights and optimize marketing efforts.</p> <p>B4 - collaborate with cross-functional teams to integrate digital marketing efforts with broader business strategies, ensuring alignment with corporate social responsibility (CSR) and ethical marketing considerations.</p> <p>B5 - adapt digital marketing approaches in response to changing market conditions, customer behaviors, and technological advancements, incorporating sustainability and ethical digital marketing practices.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - critically analyze digital marketing challenges and construct innovative, research-backed solutions to optimize marketing effectiveness.</p> <p>C2 - examine the costs and benefits of marketing channels; discuss the firms and the functions involved in typical marketing channels in Europe.</p> <p>C3 - evaluate and integrate various promotional strategies, including advertising, sales promotion, public relations, personal selling, and direct marketing in the promotion mix; compare and contrast integrated marketing communications with a non-integrated approach to the promotional mix.</p>



		<p><b>Module-Specific Digital Skills and Competences</b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• use digital marketing analytics software to track and improve campaign performance.</li><li>• leverage AI-driven tools for customer segmentation, personalization, and predictive marketing.</li><li>• effectively utilize office software for marketing analysis, reporting, and campaign planning.</li><li>• develop visually compelling online presentations using marketing visualization tools (e.g., Canva, Tableau).</li><li>• conduct independent online research using academic and industry databases for marketing insights.</li><li>• collaborate through digital communication platforms for remote marketing strategy discussions.</li><li>• scan, print, and upload online documents while ensuring compliance with data privacy laws.</li><li>• work with e-book readers to optimize access to digital marketing literature and case studies.</li><li>• utilize plagiarism detection software to uphold ethical marketing practices.</li><li>• engage in online peer-to-peer collaboration for digital marketing campaign development.</li><li>• effectively communicate via messaging and video conferencing tools for digital marketing presentations.</li><li>• organize virtual marketing strategy meetings using various online collaboration tools.</li><li>• use citation management software to reference digital marketing research properly.</li><li>• optimize sound and video technology for high-quality digital presentations and live marketing events.</li></ul>						
4	<b>MQF Level pegged for this module/unit</b>	EQF/ MQF Level 7						
5	<b>Total Number of ECTS for this module/unit</b>	3						
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>15</td></tr><tr><td>Self – Study Hours</td><td>30</td></tr><tr><td>Assessment Hours</td><td>15</td></tr></table>	Total Contact Hours	15	Self – Study Hours	30	Assessment Hours	15
Total Contact Hours	15							
Self – Study Hours	30							
Assessment Hours	15							



		Supervised Placement and Practice Hours <div style="border: 1px solid black; padding: 2px; display: inline-block;">15</div>
7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online. <div style="border: 1px solid black; padding: 2px; display: inline-block;">%</div> Contact Hours delivered Face to Face <div style="border: 1px solid black; padding: 2px; display: inline-block;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p>



	<p>Unit 1: Fundamentals of Strategic Marketing</p> <ul style="list-style-type: none"><li>1.1 Introduction to Strategic Marketing Concepts</li><li>1.2 The Role of Marketing in Business Strategy</li><li>1.3 Market-Oriented Organizational Structures</li></ul> <p>Unit 2: Market Analysis and Consumer Behavior</p> <ul style="list-style-type: none"><li>2.1 Analyzing Market Opportunities and Threats</li><li>2.2 Understanding Consumer Behavior and Decision-Making</li><li>2.3 Segmentation, Targeting, and Positioning (STP)</li></ul> <p>Unit 3: Marketing Research and Data Analysis</p> <ul style="list-style-type: none"><li>3.1 Principles of Marketing Research</li><li>3.2 Qualitative and Quantitative Research Methods</li><li>3.3 Using Data for Strategic Decision Making</li></ul> <p>Unit 4: Strategic Marketing Planning</p> <ul style="list-style-type: none"><li>4.1 Developing a Marketing Plan</li><li>4.2 Setting Marketing Objectives and KPIs</li><li>4.3 Budgeting and Resource Allocation</li></ul> <p>Unit 5: Branding and Positioning</p> <ul style="list-style-type: none"><li>5.1 Brand Strategy and Management</li><li>5.2 Creating and Sustaining Brand Equity</li><li>5.3 Positioning Strategies in Competitive Markets</li></ul> <p>Unit 6: Integrated Marketing Communications (IMC)</p> <ul style="list-style-type: none"><li>6.1 Overview of IMC Strategies</li><li>6.2 Designing and Implementing IMC Campaigns</li><li>6.3 Measuring IMC Effectiveness</li></ul> <p>Unit 7: Introduction to Digital Marketing</p> <ul style="list-style-type: none"><li>7.1 Digital Marketing Fundamentals</li><li>7.2 The Role of Digital Marketing in Strategic Marketing</li><li>7.3 Digital vs. Traditional Marketing Channels</li></ul> <p>Unit 8: Digital Marketing Tools and Techniques</p> <ul style="list-style-type: none"><li>8.1 Overview of Key Digital Marketing Tools (SEO, SEM, Social Media)</li><li>8.2 Content Marketing and Its Role in Digital Strategies</li><li>8.3 Online Advertising and Pay-Per-Click (PPC) Campaigns</li></ul> <p>Unit 9: Social Media Strategy</p> <ul style="list-style-type: none"><li>9.1 Social Media Platforms and Their Marketing Potential</li><li>9.2 Developing and Managing Social Media Campaigns</li><li>9.3 Social Media Analytics and ROI Measurement</li></ul> <p>Unit 10: Email and Mobile Marketing</p> <ul style="list-style-type: none"><li>10.1 Strategies for Effective Email Marketing Campaigns</li><li>10.2 Personalization and Automation in Email Marketing</li></ul>
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	<p>10.3 Mobile Marketing: Apps, SMS, and Geo-targeting</p> <p><b>Unit 11: Digital Marketing Analytics and Metrics</b></p> <ul style="list-style-type: none"><li>11.1 Introduction to Digital Marketing Analytics</li><li>11.2 Key Performance Indicators (KPIs) and Metrics</li><li>11.3 Using Analytics for Continuous Improvement</li></ul> <p><b>Unit 12: Strategic Integration of Digital and Traditional Marketing</b></p> <ul style="list-style-type: none"><li>12.1 Aligning Digital Marketing with Overall Marketing Strategy</li><li>12.2 Creating Synergy Between Digital and Traditional Channels</li><li>12.3 Future Trends in Strategic and Digital Marketing</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
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11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The student will prepare a digital marketing campaign in 1000 words in a presentation format and submit the same. 50% weightage will be kept aside for presenting the content and 10% for the written part. The submission must happen in 2 weeks from the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Chaffey, D., &amp; Ellis-Chadwick, F. (2019). Digital Marketing: Strategy, Implementation and Practice (7th ed.). Harlow: Pearson.</li></ol>



	<p>2. Ryan, D. (2020). <i>Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation</i> (5th ed.). London: Kogan Page.</p> <p>3. Kingsnorth, S. (2019). <i>Digital Marketing Strategy: An Integrated Approach to Online Marketing</i> (2nd ed.). London: Kogan Page.</p> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Kotler, P., Kartajaya, H., &amp; Setiawan, I. (2021). <i>Marketing 5.0: Technology for Humanity</i>. Hoboken, NJ: Wiley.</li><li>2. Tuten, T.L., &amp; Solomon, M.R. (2018). <i>Social Media Marketing</i> (3rd ed.). Thousand Oaks, CA: Sage Publications.</li><li>3. Dodson, I. (2019). <i>The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns</i> (2nd ed.). Hoboken, NJ: Wiley.</li><li>4. Wymbs, C. (2018). <i>Digital Marketing Fundamentals: From Strategy to ROI</i>. New York, NY: Routledge.</li><li>5. Charlesworth, A. (2018). <i>Digital Marketing: A Practical Approach</i> (3rd ed.). London: Routledge.</li></ol> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. <i>Journal of Digital &amp; Social Media Marketing</i></li><li>2. <i>International Journal of Digital Marketing and Advertising</i></li><li>3. <i>Journal of Interactive Marketing</i></li><li>4. <i>Journal of Marketing Research</i></li><li>5. <i>Marketing Science</i></li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the</p>
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		<p>theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MG7104 Project and Operations management

Module D : [ MG7104]		
1	Title of Module/Title	Project and Operations management
2	<b>Module/Unit Description</b>	<p>Project and Operations Management is a critical area of business that focuses on the efficient and effective management of processes and projects to achieve organizational goals. This MBA module is designed to equip students with a deep understanding of the principles, tools, and techniques essential for managing projects and operations in various industries.</p> <p>The module covers key topics such as project management methodologies, operations strategy, process optimization, quality management, and supply chain management. Students will learn how to plan, execute, and control projects, ensuring they are completed on time, within scope, and on budget. Additionally, the module delves into the management of operations, emphasizing the importance of aligning operational capabilities with strategic objectives to enhance productivity, quality, and customer satisfaction.</p> <p>Through a combination of theoretical insights and practical applications, students will develop the ability to analyze complex operational problems, design efficient workflows, and lead projects and operations teams effectively. This module prepares students to tackle real-world challenges in project and operations management, driving continuous improvement and operational excellence in their organizations.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p>



		<ol style="list-style-type: none"><li>1. develop comprehensive project plans and manage project timelines, resources, and risks effectively.</li><li>2. analyze and optimize processes to improve operational performance and reduce waste.</li><li>3. implement quality management systems and ensure adherence to quality standards.</li><li>4. lead cross-functional teams, fostering collaboration and achieving project and operational goals.</li><li>5. make informed strategic decisions that align operations and projects with broader organizational objectives.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following and be able to:</p> <p>A1 - critically evaluate the key concepts and principles of project management, including methodologies such as Agile, Waterfall, and Lean to determine their suitability for different project environments.</p> <p>A2 - analyze and assess the components of operations strategy and their role in driving organizational efficiency and competitive advantage.</p> <p>A3 - design and optimize workflows by applying advanced process management techniques to enhance operational efficiency and resource utilization.</p> <p>A4 - evaluate and synthesize the impact of supply chain management on overall operational performance.</p> <p>A5 - critically examine the role of quality management systems and continuous improvement methodologies in enhancing operational effectiveness and long-term business success.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1 - develop and implement comprehensive project plans that include scope, timeline, budget, and risk management strategies, utilizing data-driven decision-making and project management best practices.</p> <p>B2 - critically analyze and optimize operational processes using advanced analytical tools and methodologies, identifying inefficiencies and implementing evidence-based process improvement initiatives.</p> <p>B3 - lead and manage project and operations teams effectively, ensuring alignment with organizational goals, fostering collaboration, and integrating sustainability considerations into decision-making..</p>



	<p>B4 - apply quality management techniques to ensure products and services meet or exceed customer expectations.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - critically evaluate and apply planning and control tools within operations management, leveraging advanced data analytics and forecasting techniques.</p> <p>C2 - exhibit ethical commitment and social responsibility at work, respecting the environment, and knowing how to use different technical instruments for the analysis of operations.</p> <p>C3 - demonstrate advanced decision-making in companies and organisations, especially at operational and tactical levels.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• utilize project management software (e.g., MS Project, Trello, Asana) for project execution.</li><li>• apply data analytics tools (e.g., Excel, Power BI, Tableau) to analyze operational performance.</li><li>• leverage office software for reporting, financial analysis, and documentation.</li><li>• create interactive online presentations using digital visualization tools.</li><li>• conduct independent research online using academic databases and industry sources.</li><li>• use various video conferencing systems for virtual collaboration and stakeholder communication.</li><li>• implement digital quality management systems to monitor operational performance.</li><li>• work with e-book readers and plagiarism detection software to enhance research integrity.</li><li>• engage in online peer-to-peer collaboration for problem-solving and strategy development.</li><li>• use citation management software for accurate referencing in project documentation.</li><li>• organize virtual operations management meetings via digital platforms.</li><li>• optimize sound and video technology for online project presentations and meetings.</li></ul>
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4	<b>MQF Level pegged for this module/unit</b>	EQF/ MQF Level 7								
5	<b>Total Number of ECTS for this module/unit</b>	3								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td><input type="text" value="15"/></td></tr><tr><td>Self – Study Hours</td><td><input type="text" value="30"/></td></tr><tr><td>Assessment Hours</td><td><input type="text" value="15"/></td></tr><tr><td>Supervised Placement and Practice Hours</td><td><input type="text" value="15"/></td></tr></table>	Total Contact Hours	<input type="text" value="15"/>	Self – Study Hours	<input type="text" value="30"/>	Assessment Hours	<input type="text" value="15"/>	Supervised Placement and Practice Hours	<input type="text" value="15"/>
Total Contact Hours	<input type="text" value="15"/>									
Self – Study Hours	<input type="text" value="30"/>									
Assessment Hours	<input type="text" value="15"/>									
Supervised Placement and Practice Hours	<input type="text" value="15"/>									
7	<b>Total Learning Hours for this module/unit.</b>	75								
8	<b>Mode of Delivery</b>	<table><tr><td><input type="checkbox"/> 100% Face to Face</td></tr><tr><td><input checked="" type="checkbox"/> 100% Online</td></tr><tr><td><input type="checkbox"/> Blended Learning Point D9 is required to be filled in.</td></tr><tr><td><input type="checkbox"/> Work Based Learning</td></tr></table>	<input type="checkbox"/> 100% Face to Face	<input checked="" type="checkbox"/> 100% Online	<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.	<input type="checkbox"/> Work Based Learning				
<input type="checkbox"/> 100% Face to Face										
<input checked="" type="checkbox"/> 100% Online										
<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.										
<input type="checkbox"/> Work Based Learning										
9	<b>Blended Learning</b>	<table><tr><td>Contact Hours delivered online.  <input type="text" value="0%"/></td></tr><tr><td>Contact Hours delivered Face to Face  <input type="text" value="0%"/></td></tr></table>	Contact Hours delivered online.  <input type="text" value="0%"/>	Contact Hours delivered Face to Face  <input type="text" value="0%"/>						
Contact Hours delivered online.  <input type="text" value="0%"/>										
Contact Hours delivered Face to Face  <input type="text" value="0%"/>										
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into subunits, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <p>Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</p> <p>Notes of the faculty lecture</p>								



	<p>Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</p> <p>Unit-wise assessment which is multiple choice questions.</p> <p>Optional – formative discussion forum for reflection and peer-to-peer interaction.</p> <p>Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</p> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Project and Operations Management</b></p> <ul style="list-style-type: none"><li>1.1 Overview of Project and Operations Management</li><li>1.2 Historical Development and Modern Trends</li><li>1.3 Role of Project and Operations Management in Business</li></ul> <p><b>Unit 2: Project Management Methodologies</b></p> <ul style="list-style-type: none"><li>2.1 Waterfall and Agile Methodologies</li><li>2.2 Lean Project Management</li><li>2.3 Selecting the Right Methodology for Projects</li></ul> <p><b>Unit 3: Project Planning and Scheduling</b></p> <ul style="list-style-type: none"><li>3.1 Work Breakdown Structure (WBS) and Gantt Charts</li><li>3.2 Resource Allocation and Scheduling Techniques</li><li>3.3 Critical Path Method (CPM) and Program Evaluation Review Technique (PERT)</li></ul> <p><b>Unit 4: Risk Management in Projects</b></p> <ul style="list-style-type: none"><li>4.1 Identifying and Assessing Project Risks</li><li>4.2 Developing Risk Mitigation Strategies</li><li>4.3 Monitoring and Controlling Risks Throughout the Project Lifecycle</li></ul> <p><b>Unit 5: Operations Strategy</b></p> <ul style="list-style-type: none"><li>5.1 Components of Operations Strategy</li><li>5.2 Aligning Operations with Business Strategy</li><li>5.3 Competitive Priorities in Operations</li></ul> <p><b>Unit 6: Process Design and Optimization</b></p> <ul style="list-style-type: none"><li>6.1 Designing Efficient Workflows and Processes</li><li>6.2 Lean and Six Sigma Methodologies</li><li>6.3 Tools for Process Improvement</li></ul> <p><b>Unit 7: Quality Management</b></p> <ul style="list-style-type: none"><li>7.1 Principles of Total Quality Management (TQM)</li><li>7.2 Implementing ISO Standards</li><li>7.3 Continuous Improvement and Kaizen</li></ul> <p><b>Unit 8: Supply Chain Management</b></p> <ul style="list-style-type: none"><li>8.1 Components of Supply Chain Management</li></ul>
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	<p>8.2 Supply Chain Integration and Coordination 8.3 Managing Supply Chain Risks</p> <p><b>Unit 9: Operations and Project Management Technology</b></p> <p>9.1 Project Management Software and Tools 9.2 ERP Systems in Operations Management 9.3 Emerging Technologies in Project and Operations Management</p> <p><b>Unit 10: Leadership in Project and Operations Management</b></p> <p>10.1 Leadership Styles and Their Impact on Project Success 10.2 Managing Cross-Functional and Virtual Teams 10.3 Change Management in Operations and Projects</p> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
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11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written assignment focussing on project &amp; operations management challenges in a business scenario. The essay shall be written in 1700 words and submitted within 3 weeks of module completion.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and is to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to verify to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
12	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
13	<b>Placement/Work-based learning (if applicable)</b>	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Heagney, J. (2018). Fundamentals of Project Management (6th ed.). New York: AMACOM.</li></ol>



	<p>2. Slack, N., Brandon-Jones, A., &amp; Burgess, N. (2019). Operations Management (9th ed.). Harlow: Pearson.</p> <p>3. Kerzner, H. (2017). Project Management: A Systems Approach to Planning, Scheduling, and Controlling (12th ed.). Hoboken, NJ: Wiley.</p> <p>4. Stevenson, W.J. (2020). Operations Management (14th ed.). New York: McGraw-Hill.</p> <p><b>Supplementary Reading</b></p> <p>1. Meredith, J.R., Shafer, S.M., &amp; Mantel, S.J. (2017). Project Management in Practice (6th ed.). Hoboken, NJ: Wiley.</p> <p>2. Jacobs, F.R., &amp; Chase, R.B. (2021). Operations and Supply Chain Management (16th ed.). New York: McGraw-Hill.</p> <p>3. Gray, C.F., &amp; Larson, E.W. (2017). Project Management: The Managerial Process (7th ed.). New York: McGraw-Hill.</p> <p>4. Krajewski, L.J., Malhotra, M.K., &amp; Ritzman, L.P. (2018). Operations Management: Processes and Supply Chains (12th ed.). Harlow: Pearson.</p> <p>5. Hill, A.V. (2020). The Encyclopedia of Operations Management: A Field Manual and Glossary of Operations Management Terms and Concepts (2nd ed.). New York: Pearson.</p> <p><b>Journals for Further Reading</b></p> <p>1. International Journal of Project Management</p> <p>2. Journal of Operations Management</p> <p>3. Project Management Journal</p> <p>4. Production and Operations Management</p> <p>5. International Journal of Production Economics</p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take</p>
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		<p>an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MG7105 Financial Markets & Valuation

Module D : [ MG7105 ]		
1	<b>Title of Module/Title</b>	<b>Financial Markets &amp; Valuation</b>
2	<b>Module/Unit Description</b>	This MBA module is intended to give students exposure to finance problems that are prevalent within organizations at the board level. It will equip students to work with finance and accounting experts in the industry confidently. By the end of this module, students will have a grasp of the fundamentals of financial analysis and corporate financial theory. They will understand how to tackle the main financial problems that they are likely to encounter in their job. The financial issues discussed will be those relevant in the private and public sectors and also in the context of a global perspective.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	
	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. assess corporate governance, agency theory, and the related role of stakeholders.</li><li>2. analyse organisational performance in terms of return on investment, investment risk, and capital structure management.</li><li>3. explain the corporate finance theories underpinning the cost of capital, dividend policy, and efficient markets.</li><li>4. appraise the risk profile of organisations; specifically, be able to estimate the costs of capital,</li></ol>	



		<p>including debt and equity capital using financial data.</p> <p>5. evaluate strategic alternatives available to multinational corporations to manage foreign exchange exposures.</p> <p>6. assess the techniques and practical application of project appraisal and company valuation methods.</p>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following and will be able to:</p> <p>A1 - critically evaluate and synthesize alternative methods for valuing companies and apply corporate finance techniques to assess their impact on organizational strategies and performance.</p> <p>A2 - critically analyze and interpret financial data for business decision-making, demonstrating the ability to assess organizational performance through independent judgment and in-depth evaluation of financial indicators.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1 - critically evaluate capital structures that may be applied by companies and the implications of these structures.</p> <p>B2 - prepare and evaluate finance appraisals of projects, applying evidence-based investment appraisal techniques such as NPV, IRR, and sensitivity analysis.</p> <p>B3 - formulate reports on the valuation of companies and other organisations, utilizing financial research methodologies and industry benchmarks.</p> <p>B4 - perform complex financial calculations for use in corporate finance decisions, including capital budgeting, risk-return analysis, and quantitative modeling using financial software tools.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - identify and critically assess the sources of key financial data to support calculations and analysis.</p> <p>C2 - solve complex business finance problems using appropriate research and corporate finance techniques.</p>



		<p>C3 - critically evaluate the relationship between finance and accounting, corporate governance, the time value of money, finance tools, project appraisal, and company appraisal, applying research-based insights to financial decision-making.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• use financial modeling tools (e.g., Excel, Power BI, Python for finance) for forecasting and scenario analysis.</li><li>• leverage financial databases (e.g., Bloomberg, Reuters, Morningstar) to access market data and conduct empirical research.</li><li>• utilize office and accounting software (e.g., QuickBooks, SAP, Xero) for financial management and reporting.</li><li>• create advanced financial presentations integrating interactive visualizations and data-driven storytelling.</li><li>• conduct independent online research using academic databases (e.g., Google Scholar, SSRN, JSTOR) and regulatory reports.</li><li>• participate in online financial simulations and trading platforms for hands-on investment analysis.</li><li>• use video conferencing tools for financial discussions and virtual team collaborations.</li><li>• apply plagiarism detection software to ensure the integrity of financial reports and research.</li><li>• engage in online peer-to-peer collaboration for case studies, investment simulations, and financial strategy development.</li><li>• utilize citation management software (e.g., Mendeley, Zotero, EndNote) for academic and professional financial reporting.</li><li>• organize virtual finance workshops and analysis meetings via digital platforms.</li><li>• optimize sound and video technology for financial presentations and stakeholder meetings</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF/ EQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	3



6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours 15
		Self – Study Hours 30
		Assessment Hours 15
		Supervised Placement and Practice Hours 15
7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li></ol>



	<ol style="list-style-type: none"><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Financial Markets</b></p> <ul style="list-style-type: none"><li>1.1 Overview of Financial Markets and Institutions</li><li>1.2 Types of Financial Markets: Equity, Debt, Derivatives</li><li>1.3 Role of Financial Markets in the Economy</li></ul> <p><b>Unit 2: Financial Instruments and Securities</b></p> <ul style="list-style-type: none"><li>2.1 Equities: Stocks and Shares</li><li>2.2 Fixed Income Securities: Bonds and Debentures</li><li>2.3 Derivatives: Options, Futures, and Swaps</li></ul> <p><b>Unit 3: Valuation Fundamentals</b></p> <ul style="list-style-type: none"><li>3.1 Time Value of Money Concepts</li><li>3.2 Discounted Cash Flow (DCF) Analysis</li><li>3.3 Intrinsic vs. Relative Valuation</li></ul> <p><b>Unit 4: Equity Valuation</b></p> <ul style="list-style-type: none"><li>4.1 Dividend Discount Models (DDM)</li><li>4.2 Price-Earnings Ratio and Other Multiples</li><li>4.3 Free Cash Flow to Equity (FCFE)</li></ul> <p><b>Unit 5: Fixed Income Valuation</b></p> <ul style="list-style-type: none"><li>5.1 Valuation of Bonds and Yield Calculations</li><li>5.2 Interest Rate Risk and Duration</li><li>5.3 Credit Risk and Bond Ratings</li></ul> <p><b>Unit 6: Derivatives and Risk Management</b></p> <ul style="list-style-type: none"><li>6.1 Valuation of Options: Black-Scholes Model</li><li>6.2 Futures Pricing and Hedging Strategies</li><li>6.3 Swaps and Risk Management Applications</li></ul> <p><b>Unit 7: Market Efficiency and Behavioral Finance</b></p> <ul style="list-style-type: none"><li>7.1 Efficient Market Hypothesis (EMH)</li><li>7.2 Anomalies and Market Inefficiencies</li><li>7.3 Behavioral Finance and Its Impact on Valuation</li></ul> <p><b>Unit 8: Corporate Valuation Techniques</b></p> <ul style="list-style-type: none"><li>8.1 Enterprise Value and Firm Valuation</li><li>8.2 Valuing Mergers and Acquisitions (M&amp;A)</li><li>8.3 Leveraged Buyouts (LBOs) Valuation</li></ul>
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	<p>Unit 9: Real Estate and Alternative Investments Valuation</p> <ul style="list-style-type: none"><li>9.1 Real Estate Valuation Methods</li><li>9.2 Valuation of Private Equity and Venture Capital</li><li>9.3 Valuing Commodities and Cryptocurrencies</li></ul> <p>Unit 10: International Financial Markets</p> <ul style="list-style-type: none"><li>10.1 Global Equity and Bond Markets</li><li>10.2 Exchange Rates and Currency Valuation</li><li>10.3 International Investment Strategies</li></ul> <p>Unit 11: Advanced Topics in Valuation</p> <ul style="list-style-type: none"><li>11.1 Valuation in Emerging Markets</li><li>11.2 Impact of Macroeconomic Factors on Valuation</li><li>11.3 Ethical Considerations in Financial Valuation</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
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11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission. The report can be a project, analysis, case study, research paper, etc.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Saad, S. (2021). Corporate Finance Fundamentals: Big Business Theory for SME, Investor or MBA Application.</li></ol>



	<p>2. Koller, T., Goedhart, M., Wessels, D., &amp; McKinsey &amp; Company Inc. (2023). <i>Valuation: Measuring and Managing the Value of Companies</i> (8th ed.). Hoboken, NJ: John Wiley &amp; Sons.</p> <p>3. Vogel, H.L. (2023). <i>Financial Market Bubbles and Crashes</i> (3rd ed.). Cham: Springer.</p> <p>4. Jakab, S. (2022). <i>The Revolution That Wasn't: GameStop, Reddit, and the Fleecing of Small Investors</i>. New York: Penguin Books.</p> <p>5. Alexander, C. (2023). <i>Market Models: A Guide to Financial Data Analysis</i> (2nd ed.). Hoboken, NJ: John Wiley &amp; Sons.</p> <p><b>Supplementary Reading</b></p> <p>1. Molyneux, P., Reghezza, A., &amp; Xie, R. (2019). Bank margins and profits in a world of negative rates. <i>Journal of Financial Markets</i>, 107, 112-132.</p> <p>2. Altavilla, C., Darracq Pariès, M., &amp; Nicoletti, G. (2019). Loan supply, credit markets, and the euro area financial crisis. <i>Journal of Banking &amp; Finance</i>, 109, 213-236.</p> <p><b>Journals for Further Reading</b></p> <p>1. <i>Journal of Financial Markets</i> 2. <i>Journal of Banking &amp; Finance</i> 3. <i>Review of Financial Studies</i> 4. <i>Journal of Corporate Finance</i> 5. <i>Financial Analysts Journal</i></p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the</p>
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		<p>theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MG7106 Strategic Decision Making: Dealing with Business Complexity

Module D : [ MG7106]		
1	<b>Title of Module/Title</b>	<b>Strategic Decision Making: Dealing with Business Complexity</b>
2	<b>Module/Unit Description</b>	<p>This MBA module is intended to give students exposure to organizational strategies that involve many activities, and therefore, managers should pursue a chosen strategy with consistency and commitment. Students will get to learn the challenges posed by their organization's environment and see how they can best identify and exploit their organization's potential sources of advantage. They will be equipped with organizational resources and capabilities and the way it competes for scarce resources and customers for its products or services.</p> <p>This module on The Dynamics of Strategy will be the fifth compulsory stage of the MBA programme providing students with a comprehensive knowledge of real-life examples and case study situations, and to reflect on and challenge their understanding of strategy.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. assess basic concepts and principles of strategic management analyse the internal and external environment of the business.</li><li>2. elaborate how organisations analyze their resources and capabilities in terms of meeting their evolving strategic objectives.</li><li>3. determine the different levels at which strategies are made and implemented in organizations.</li></ol>



		<ol style="list-style-type: none"><li>4. devise organizational strategies that will be effective for the rapidly evolving business environment.</li><li>5. appraise strategic approaches to managing a business successfully in a global context.</li><li>6. propose organisations to choose between potential strategic options, especially through an awareness of their stakeholders, culture, structure, and systems.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following and will be able to:</p> <p>A1 - critically evaluate how organisations respond to the impact of the macro environment on organisations and systematically assess the challenges posed by environmental change on organizational strategy and performance.</p> <p>A2 - critically analyze the strategy formulation process, synthesizing the interconnections between its various stages to assess their impact on strategic decision-making and organizational outcomes.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1 - critically evaluate the principles of strategy formulation, implementation, and control in organizations using evidence-based research and real-world case studies.</p> <p>B2 - prepare and master the analytical tools of strategic management.</p> <p>B3 - formulate strategic competitiveness, alternatives, implementation, and emerging trends, integrating ethical, environmental, and social responsibility considerations in decision-making.</p> <p>B4 - critically analyze contemporary and emerging trends in strategic management, leveraging digital transformation, globalization, and innovation as key drivers of change.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - appraise the functional and integrated understanding of basic strategic business concepts and disciplines, using quantitative and qualitative research to support decision-making.</p>



		<p>C2 - design and propose data-driven business processes to develop practical solutions for real-world business challenges.</p> <p>C3 - critically evaluate the effective decision-making processes, and processes of thinking strategically through applied work on case material.</p>								
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• use strategic planning software (e.g., Balanced Scorecard, BCG Matrix, Business Model Canvas) for scenario planning.</li><li>• analyze market and industry data using business intelligence tools (e.g., Google Analytics).</li><li>• conduct financial and risk assessments using Excel modelling.</li><li>• utilize office and management software (e.g., MS Office) for strategic reporting and presentations.</li><li>• develop digital business strategies through case-based simulations and online market analysis.</li><li>• create strategic presentations integrating digital storytelling and data visualization tools.</li><li>• engage in virtual strategic planning workshops through online collaboration platforms.</li><li>• communicate effectively through digital platforms (e.g., MS Teams, Zoom, Slack) for strategic discussions and stakeholder engagement.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	MQF/ EQF Level 7								
5	<b>Total Number of ECTS for this module/unit</b>	3								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>15</td></tr><tr><td>Self – Study Hours</td><td>30</td></tr><tr><td>Assessment Hours</td><td>15</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>15</td></tr></table>	Total Contact Hours	15	Self – Study Hours	30	Assessment Hours	15	Supervised Placement and Practice Hours	15
Total Contact Hours	15									
Self – Study Hours	30									
Assessment Hours	15									
Supervised Placement and Practice Hours	15									



7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ul style="list-style-type: none"><li>• Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>• Notes of the faculty lecture</li><li>• Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.</li><li>• Unit-wise assessment which is multiple choice questions.</li><li>• Optional – Formative challenge-based discussion forum for reflection and peer-to-peer interaction.</li><li>• After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission</li></ul> <p><b>Curriculum</b></p> <p>Unit 1: Introduction to Strategic Decision Making 1.1 Overview of Strategic Decision Making in Business</p>



	<p>1.2 Complexity in Modern Business Environments</p> <p>1.3 Decision-Making Models and Frameworks</p> <p><b>Unit 2: Understanding Business Complexity</b></p> <p>2.1 Identifying Complex Systems in Business</p> <p>2.2 Drivers of Complexity: Globalization, Technology, and Regulation</p> <p>2.3 Adaptive Strategies in Complex Environments</p> <p><b>Unit 3: Analytical Tools for Decision Making</b></p> <p>3.1 Quantitative Analysis: Statistical and Financial Tools</p> <p>3.2 Qualitative Analysis: SWOT, PESTEL, and Scenario Planning</p> <p>3.3 Big Data and Business Analytics in Decision Making</p> <p><b>Unit 4: Behavioral Aspects of Decision Making</b></p> <p>4.1 Cognitive Biases and Heuristics</p> <p>4.2 Decision-Making Under Uncertainty and Risk</p> <p>4.3 Group Dynamics and Decision-Making Processes</p> <p><b>Unit 5: Strategic Planning and Implementation</b></p> <p>5.1 Strategic Planning Processes</p> <p>5.2 Aligning Strategic Objectives with Business Goals</p> <p>5.3 Implementing Strategic Decisions: Challenges and Best Practices</p> <p><b>Unit 6: Systems Thinking in Strategic Decision Making</b></p> <p>6.1 Introduction to Systems Thinking</p> <p>6.2 Applying Systems Thinking to Complex Business Problems</p> <p>6.3 Case Studies in Systems Thinking</p> <p><b>Unit 7: Innovation and Strategic Decision Making</b></p> <p>7.1 The Role of Innovation in Strategic Decision Making</p> <p>7.2 Fostering a Culture of Innovation</p> <p>7.3 Case Studies in Strategic Innovation</p> <p><b>Unit 8: Ethical Considerations in Strategic Decision Making</b></p> <p>8.1 Ethical Frameworks for Decision Making</p> <p>8.2 Corporate Social Responsibility and Sustainability</p> <p>8.3 Ethical Dilemmas in Business Strategy</p> <p><b>Unit 9: Crisis Management and Strategic Decision Making</b></p> <p>9.1 Strategic Decision Making in Crisis Situations</p> <p>9.2 Developing Resilient Strategies</p> <p>9.3 Case Studies in Crisis Management</p> <p><b>Unit 10: Strategic Leadership and Decision Making</b></p> <p>10.1 Leadership Styles and Their Impact on Decision Making</p> <p>10.2 Building Strategic Leadership Skills</p> <p>10.3 Case Studies in Strategic Leadership</p>
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		<p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a Strategic Decision-Making Case Analysis to be submitted in 1500 words 1 week after module completion.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p>



		<p>All assessments are provided via e-campus and is to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Kraaijenbrink, J. (2023). <i>The Strategy Handbook: Insights for Leading Strategic Change in Turbulent Times</i>. London: Sage Publications.</li><li>2. Lafley, A.G., Martin, R.L., Rivkin, J.W., &amp; Siggelkow, N. (2023). <i>Playing to Win: How Strategy Really Works</i>. Boston: Harvard Business Review Press.</li><li>3. Aaker, D. (2023). <i>Winning in the Digital Age: Unleashing Innovation and Growth in a Disruptive World</i>. New York: McGraw-Hill Education.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Posen, H.E., Yi, S., &amp; Lee, J. (2019). A contingency perspective on imitation strategies: When is “benchmarking” ineffective? <i>Strategic Management Journal</i>, 41(2), 198-221.</li><li>2. Grant, R.M. (2023). <i>Contemporary Strategy Analysis: Text and Cases</i> (11th ed.). New York: John Wiley &amp; Sons.</li></ol>



	<p>3. Ghemawat, P. (2023). <i>The Laws of Globalization and Business Applications</i>. Cambridge: Cambridge University Press.</p> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. Strategic Management Journal</li><li>2. Journal of Business Strategy</li><li>3. Journal of Strategic Management</li><li>4. Academy of Management Journal</li><li>5. Harvard Business Review</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MG7107 Economics for decision-making

Module D : [ MG7107]

1	<b>Title of Module/Title</b>	<b>Economics for decision-making</b>
2	<b>Module/Unit Description</b>	This module is designed to equip MBA students with the economic principles and analytical tools necessary for making informed business decisions. By integrating microeconomic and macroeconomic concepts, students will



		learn to analyse market dynamics, evaluate the impact of economic policies, and apply economic reasoning to real-world business challenges. The module emphasizes practical decision-making skills, enabling students to interpret economic data, assess risks, and formulate strategies that enhance organizational performance in a global economic environment.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. apply economic theories and models to analyze complex business situations and make data-driven decisions.</li><li>2. assess economic environments and develop strategies that align with market conditions and organizational goals.</li><li>3. evaluate economic risks and uncertainties, enabling sound decision-making in dynamic markets.</li><li>4. understand global economic trends and their implications for business strategy and operations.</li><li>5. making ethical decisions that consider the broader economic and social impact.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning and will be able to:</p> <p>A1 - critically evaluate core microeconomic concepts such as supply and demand, market structures, and pricing strategies, applying them to assess their impact on organizational decision-making and competitive advantage.</p> <p>A2 - analyze the impact of macroeconomic factors, including inflation, interest rates, and exchange rates, on business decision-making, demonstrating the ability to critically assess their long-term implications for organizational strategy.</p> <p>A3 - critically assess the impact of government policies, including taxation and regulation, on business environments, evaluating their potential to shape strategic decisions and influence market dynamics.</p>



		<p>A4 - apply advanced economic principles to critically evaluate market competition and strategic positioning, and the formulation of innovative business strategies.</p> <p>A5 - interpret economic indicators and forecasts to guide business strategy, synthesizing data to guide business strategy through evidence-based decision-making and long-term planning.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1 - utilize advanced economic models to solve business problems and make strategic decisions and make data-driven strategic decisions in uncertain environments.</p> <p>B2 - conduct economic analysis to evaluate business opportunities and risks, integrating macroeconomic indicators, industry trends, and financial forecasting tools.</p> <p>B3 - apply advanced quantitative techniques, including econometrics and statistical modeling, to interpret economic data and develop accurate market forecasts.</p> <p>B4 - develop strategies that leverage economic insights to achieve competitive advantage.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - Identifying learning needs and design development plans to address them</p> <p>C2 - develop an awareness of the impact of your own thinking and behaviour and use this as the basis for developing your professional and personal competences during this module.</p> <p>C3 - conduct independent economic inquiries, research investigations, and ongoing reflections, demonstrating a high level of problem-solving and analytical rigor.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• utilize advanced data analysis software (e.g., SPSS, Stata, R, Python) for economic modeling and forecasting.</li></ul>



		<ul style="list-style-type: none"><li>• work with financial databases (e.g., Bloomberg, Reuters, IMF, World Bank) to extract and analyze economic data.</li><li>• apply business intelligence tools (e.g., Power BI, Tableau) to visualize economic trends and market dynamics.</li><li>• use digital collaboration tools (e.g., MS Teams, Slack, Trello) for strategic decision-making and teamwork.</li><li>• develop interactive presentations incorporating economic storytelling and visualization techniques.</li><li>• engage in online simulations and business forecasting exercises using real-world datasets.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	MQF/EQF Level 7								
5	<b>Total Number of ECTS for this module/unit</b>	3								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>15</td></tr><tr><td>Self – Study Hours</td><td>30</td></tr><tr><td>Assessment Hours</td><td>15</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>15</td></tr></table>	Total Contact Hours	15	Self – Study Hours	30	Assessment Hours	15	Supervised Placement and Practice Hours	15
Total Contact Hours	15									
Self – Study Hours	30									
Assessment Hours	15									
Supervised Placement and Practice Hours	15									
7	<b>Total Learning Hours for this module/unit.</b>	75								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table><tr><td>%</td></tr></table>	%							
%										



		Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto; text-align: center;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ul style="list-style-type: none"><li>• Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>• Notes of the faculty lecture</li><li>• Supporting reading material such as research papers, articles, journals, video case studies, Harvard or other case studies, simulations, etc.</li><li>• Unit-wise assessment which is multiple choice questions.</li><li>• Optional – Formative challenge-based discussion forum for reflection and peer-to-peer interaction.</li><li>• After the student completes all units, the student is required to attempt a module project/ case study/ report writing etc kind of submission</li></ul> <p><b>Curriculum</b></p> <p>Unit 1: Introduction to Economics for Decision-Making</p> <ul style="list-style-type: none"><li>1.1 Basic Economic Concepts</li><li>1.2 Role of Economics in Business Decision-Making</li><li>1.3 Economic Decision-Making Frameworks</li></ul> <p>Unit 2: Microeconomic Foundations</p> <ul style="list-style-type: none"><li>2.1 Supply and Demand Analysis</li><li>2.2 Market Equilibrium and Pricing</li><li>2.3 Consumer Behavior and Demand Theory</li></ul> <p>Unit 3: Market Structures and Competitive Strategy</p> <ul style="list-style-type: none"><li>3.1 Perfect Competition and Monopoly</li><li>3.2 Oligopoly and Monopolistic Competition</li><li>3.3 Strategic Behavior in Different Market Structures</li></ul> <p>Unit 4: Macroeconomic Environment</p> <ul style="list-style-type: none"><li>4.1 Key Macroeconomic Indicators</li><li>4.2 Business Cycles and Economic Growth</li><li>4.3 Inflation, Unemployment, and Interest Rates</li></ul> <p>Unit 5: Government Policy and Business</p> <ul style="list-style-type: none"><li>5.1 Fiscal Policy and Business Strategy</li><li>5.2 Monetary Policy and Financial Markets</li></ul>



	<p>5.3 Regulatory Environment and Its Impact on Business</p> <p><b>Unit 6: International Economics and Global Markets</b></p> <ul style="list-style-type: none"><li>6.1 Trade Theories and Policies</li><li>6.2 Exchange Rates and Global Financial Markets</li><li>6.3 Globalization and Business Strategy</li></ul> <p><b>Unit 7: Game Theory and Strategic Decision-Making</b></p> <ul style="list-style-type: none"><li>7.1 Introduction to Game Theory</li><li>7.2 Applications of Game Theory in Business</li><li>7.3 Negotiation and Bargaining Strategies</li></ul> <p><b>Unit 8: Economic Decision-Making Under Uncertainty</b></p> <ul style="list-style-type: none"><li>8.1 Risk Analysis and Decision-Making</li><li>8.2 Behavioral Economics and Decision Biases</li><li>8.3 Scenario Planning and Forecasting</li></ul> <p><b>Unit 9: Corporate Strategy and Economic Analysis</b></p> <ul style="list-style-type: none"><li>9.1 Economics of Strategy</li><li>9.2 Competitive Advantage and Resource Allocation</li><li>9.3 Mergers, Acquisitions, and Market Power</li></ul> <p><b>Unit 10: Ethics and Economics in Business</b></p> <ul style="list-style-type: none"><li>10.1 Ethical Considerations in Economic Decision-Making</li><li>10.2 Corporate Social Responsibility and Economics</li><li>10.3 Sustainable Economic Practices</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p>
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		<ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The written submission is a strategic plan that considers economic factors based on a company or industry facing a significant economic challenge or opportunity. The analysis will be written in 2000 words.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>



	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Besanko, D., Dranove, D., Shanley, M., &amp; Schaefer, S. (2020). <i>Economics of Strategy</i> (8th ed.). Hoboken, NJ: Wiley.</li><li>2. Hubbard, R.G., &amp; O'Brien, A.P. (2018). <i>Microeconomics</i> (6th ed.). Boston, MA: Pearson.</li><li>3. Mankiw, N.G. (2021). <i>Principles of Economics</i> (9th ed.). Boston, MA: Cengage Learning.</li><li>4. Varian, H.R. (2019). <i>Intermediate Microeconomics: A Modern Approach</i> (10th ed.). New York: W.W. Norton &amp; Company.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Pindyck, R.S., &amp; Rubinfeld, D.L. (2018). <i>Microeconomics</i> (9th ed.). Harlow: Pearson.</li><li>2. Acemoglu, D., Laibson, D., &amp; List, J.A. (2019). <i>Economics</i> (3rd ed.). Boston, MA: Pearson.</li><li>3. Krugman, P., &amp; Wells, R. (2021). <i>Macroeconomics</i> (6th ed.). New York: Worth Publishers.</li><li>4. Thaler, R.H. (2018). <i>Misbehaving: The Making of Behavioral Economics</i>. New York: W.W. Norton &amp; Company.</li><li>5. Sen, A. (2017). <i>Collective Choice and Social Welfare: Expanded Edition</i>. Cambridge, MA: Harvard University Press.</li></ol> <p>Journals for Further Reading</p> <ol style="list-style-type: none"><li>1. The Journal of Economic Perspectives</li><li>2. The Quarterly Journal of Economics</li><li>3. The Journal of Economic Literature</li><li>4. Journal of Behavioral Economics</li><li>5. American Economic Review</li></ol> <p>Final Note</p>



		<p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MG7108 Ethical Leadership and Governance

Module D : [ MG7108]		
1	<b>Title of Module/Title</b>	<b>Ethical Leadership and Governance</b>
2	<b>Module/Unit Description</b>	This module provides an in-depth exploration of the principles and practices of ethical leadership and governance in the context of contemporary business environments. It examines the moral responsibilities of leaders and the governance frameworks that support ethical decision-making within organizations. The module emphasizes the development of ethical leadership qualities, critical thinking, and the application of governance standards in complex and dynamic business situations. Through case studies, theoretical insights, and practical applications, students will gain a comprehensive understanding of how to lead with integrity and ensure good governance in their organizations.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:



		<ol style="list-style-type: none"><li>1. to make principled decisions that align with ethical standards and organizational values.</li><li>2. apply governance frameworks and standards to enhance organizational accountability and transparency.</li><li>3. cultivate leadership qualities that emphasize honesty, responsibility, and ethical behavior.</li><li>4. critically evaluate ethical dilemmas and governance challenges in various business contexts.</li><li>5. engage and manage stakeholders effectively, considering their interests and ethical concerns.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning and will be able to:</p> <p>A1 -critically comprehend and apply the fundamental concepts and theories of ethical leadership and governance.</p> <p>A2 - identify and critically evaluate the ethical challenges and dilemmas faced by leaders in modern organizations, synthesizing information to inform decision-making.</p> <p>A3 - critically assess the role of corporate governance in ensuring organizational accountability, transparency and ethical conduct.</p> <p>A4 - analyse and critically evaluate the relationship between ethical leadership, corporate culture, and organizational performance.</p> <p>A5 - discuss and critically analyze the legal and regulatory frameworks that influence governance practices, with a focus on their impact on business ethics and long-term sustainability.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1 - apply ethical decision-making frameworks to real-world business scenarios, critically assessing the outcomes of decisions from ethical, social, and governance perspectives.</p> <p>B2 - design and implement governance strategies that align with ethical principles and organizational goals, critically evaluating their effectiveness in diverse business contexts,</p>



		<p>critically evaluating their effectiveness in diverse business contexts.</p> <p>B3 - demonstrate the ability to lead with integrity in complex and ambiguous situations, applying ethical principles to drive organizational change.</p> <p>B4 - effectively communicate ethical and governance-related issues to diverse stakeholders using evidence-based approaches to facilitate decision-making and accountability.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 - identify learning needs and design development plans to address them, demonstrating autonomy in improving personal and professional competencies.</p> <p>C2 - develop an awareness of the impact of your own thinking and behaviour and use this as the basis for developing your professional and personal competences during this module.</p> <p>C3 - conduct an independent inquiry, investigation and on-going reflection on your own learning in context</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Effectively use various digital tools and platforms to support ethical leadership and governance practices in a business context.</li><li>• Demonstrate proficiency in using office software, video conferencing tools, citation software, and online collaborative platforms, applying these tools to enhance learning, communication, and research in leadership contexts.</li><li>• Apply sound judgment and responsibility when utilizing online platforms for collaboration, ensuring ethical behavior in all digital interactions.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF/ EQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	3



6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <input type="text" value="15"/>
		Self – Study Hours <input type="text" value="30"/>
		Assessment Hours <input type="text" value="15"/>
		Supervised Placement and Practice Hours <input type="text" value="15"/>
7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <input type="text" value="0%"/>
		Contact Hours delivered Face to Face  <input type="text" value="0%"/>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li></ol>



		<ol style="list-style-type: none"><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol>
		<p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Ethical Leadership</b></p> <ul style="list-style-type: none"><li>1.1 Defining Ethical Leadership</li><li>1.2 Importance of Ethics in Leadership</li><li>1.3 Theoretical Foundations of Ethical Leadership</li></ul> <p><b>Unit 2: Ethical Decision-Making in Leadership</b></p> <ul style="list-style-type: none"><li>2.1 Ethical Decision-Making Models</li><li>2.2 Common Ethical Dilemmas in Leadership</li><li>2.3 Strategies for Resolving Ethical Dilemmas</li></ul> <p><b>Unit 3: Corporate Governance: Concepts and Principles</b></p> <ul style="list-style-type: none"><li>3.1 Overview of Corporate Governance</li><li>3.2 Governance Structures and Mechanisms</li><li>3.3 The Role of the Board of Directors</li></ul> <p><b>Unit 4: Legal and Regulatory Frameworks in Governance</b></p> <ul style="list-style-type: none"><li>4.1 Key Laws and Regulations Governing Business</li><li>4.2 Compliance and Risk Management</li><li>4.3 International Governance Standards</li></ul> <p><b>Unit 5: The Role of Corporate Culture in Ethical Leadership</b></p> <ul style="list-style-type: none"><li>5.1 Building an Ethical Corporate Culture</li><li>5.2 The Influence of Leadership on Organizational Culture</li><li>5.3 Case Studies in Ethical Corporate Culture</li></ul> <p><b>Unit 6: Governance and Accountability</b></p> <ul style="list-style-type: none"><li>6.1 Transparency and Accountability in Governance</li><li>6.2 Reporting and Disclosure Requirements</li><li>6.3 Case Studies in Governance Failures</li></ul> <p><b>Unit 7: Stakeholder Theory and Ethical Leadership</b></p> <ul style="list-style-type: none"><li>7.1 Understanding Stakeholder Theory</li><li>7.2 Balancing Stakeholder Interests</li><li>7.3 Ethical Leadership in Stakeholder Management</li></ul> <p><b>Unit 8: Ethical Leadership in a Global Context</b></p> <ul style="list-style-type: none"><li>8.1 Challenges of Ethical Leadership in Global Organizations</li><li>8.2 Cross-Cultural Ethical Considerations</li><li>8.3 Global Governance Standards</li></ul> <p><b>Unit 9: Sustainability and Ethical Leadership</b></p>



		<p>9.1 The Role of Ethical Leadership in Sustainability 9.2 Sustainable Governance Practices 9.3 Case Studies in Ethical Leadership and Sustainability Unit 10: Future Trends in Ethical Leadership and Governance 10.1 Emerging Trends in Ethical Leadership 10.2 The Future of Corporate Governance 10.3 Preparing for Ethical Challenges of Tomorrow</p> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.



		<p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The written submission is a real-world case study analysis. The analysis will be written in 2000 words and submitted 1 week after the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Ciulla, J.B. (2020). Ethics: The Heart of Leadership (4th ed.). Santa Barbara, CA: Praeger.</li><li>2. Carroll, A.B., &amp; Buchholtz, A.K. (2022). Business and Society: Ethics, Sustainability, and Stakeholder</li></ol>



	<p>Management (11th ed.). Boston, MA: Cengage Learning.</p> <p>3. Monks, R.A.G., &amp; Minow, N. (2018). Corporate Governance (6th ed.). Hoboken, NJ: Wiley.</p> <p>4. Northouse, P.G. (2018). Leadership: Theory and Practice (8th ed.). Thousand Oaks, CA: Sage.</p> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Crane, A., &amp; Matten, D. (2021). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization (5th ed.). Oxford: Oxford University Press.</li><li>2. Treviño, L.K., &amp; Nelson, K.A. (2021). Managing Business Ethics: Straight Talk about How to Do It Right (8th ed.). Hoboken, NJ: Wiley.</li><li>3. Kaplan, R.S., &amp; Norton, D.P. (2018). The Balanced Scorecard: Translating Strategy into Action. Boston, MA: Harvard Business Review Press.</li><li>4. Aguilera, R.V., &amp; Crespi-Cladera, R. (2018). Global Corporate Governance: Theoretical and Empirical Perspectives. Cambridge: Cambridge University Press.</li><li>5. Meyer, E. (2020). The Culture Map: Breaking Through the Invisible Boundaries of Global Business. New York: Public Affairs.</li></ol> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. Journal of Business Ethics</li><li>2. Journal of Leadership &amp; Organizational Studies</li><li>3. Business &amp; Society</li><li>4. Corporate Governance: An International Review</li><li>5. Journal of Business Research</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information</p>
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		<p>available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MG7109 Corporate Sustainability and Leadership

Module D : [ MG7109]		
1	Title of Module/Title	Corporate Sustainability and Leadership
2	<b>Module/Unit Description</b>	<p>This module offers a comprehensive examination of corporate sustainability, integrating it with leadership practices essential for driving sustainable business strategies. It explores the intersection of environmental stewardship, social responsibility, and economic performance, emphasizing the role of leadership in fostering a culture of sustainability within organizations. Students will engage with theories, models, and real-world cases to understand how effective leadership can contribute to sustainable development goals, ensuring long-term business success while addressing global challenges such as climate change, resource scarcity, and social equity.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. lead and implement sustainable strategies that align with organizational goals and global sustainability standards.</li><li>2. carry out ethical leadership practices that prioritize environmental and social responsibility in decision-making processes.</li><li>3. apply systems thinking to analyze complex sustainability challenges and their interdependencies within the business context.</li><li>4. manage and engage diverse stakeholders to achieve sustainability objectives collaboratively.</li></ol>



		5. drive innovation within organizations to develop sustainable products, services, and processes.
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning:</p> <p>A1-critique the principles and frameworks of corporate sustainability and their implications for business strategy.</p> <p>A2-critically analyze the role of leadership in promoting sustainability within organizations and across supply chains with an emphasis on integrating sustainability goals into strategic leadership practices.</p> <p>A3-evaluate the impact of global sustainability challenges on business operations and strategic planning, synthesizing relevant knowledge to propose strategic responses that align with long-term sustainability goals..</p> <p>A4- critique and analyze the ethical dimensions of corporate sustainability, including the balance between profit, people, and the planet, and defend strategies that prioritize ethical leadership.</p> <p>A5 -examine and specify the role of corporate governance in supporting sustainable development goals, justifying the alignment of governance practices with sustainability objectives..</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1 - design and apply sustainability frameworks to develop and lead corporate sustainability initiatives, ensuring their alignment with organizational goals and global standards.</p> <p>B2: Conduct original research to investigate and critically assess leadership practices in sustainability, using advanced investigative methods to analyze and synthesize data, and justify the ethical implications of these practices.</p> <p>B3: Apply ethical decision-making frameworks to analyze business strategies, evaluating the social, cultural, and environmental impacts of decisions, and justifying actions that reflect sustainability goals and ethical responsibility.</p> <p>B4: Develop and implement strategies for effective stakeholder engagement in sustainability efforts, incorporating social, cultural, and environmental</p>



		<p>considerations, and evaluating their impact on organizational performance and sustainability outcomes. B5: Synthesize data and insights from multiple sources to create innovative sustainability strategies and solutions, justifying their potential to address contemporary global challenges related to sustainability.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1 identify and evaluate personal and professional learning needs and design development plans to address them and enhance leadership competencies for sustainable business practices.</p> <p>C2 critically analyze the impact of personal thinking and behavior on leadership decisions, creating strategies to improve self-awareness and enhance ethical decision-making in practice.</p> <p>C3 conduct an independent inquiry, investigation and on-going reflection on your own learning in context</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Dealing with different learning platforms</li><li>• Use of the Office package or comparable office software</li><li>• Creating online presentations</li><li>• Independent online search on the Internet</li><li>• Use of various video conferencing systems</li><li>• Scan, print and upload online</li><li>• Working with e-book readers</li><li>• Using plagiarism software</li><li>• Online peer-to-peer Collaboration</li><li>• Communicating via WhatsApp Skype Teams etc.</li><li>• Independent organisation of student InterVision meetings based on various online platforms</li><li>• Dealing with citation software</li><li>• Use of sound transmission and camera on computer</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF/EQF Level 7



5	<b>Total Number of ECTS for this module/unit</b>	3
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">15</span> Self – Study Hours <span style="border: 1px solid black; padding: 2px;">30</span> Assessment Hours <span style="border: 1px solid black; padding: 2px;">15</span> Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">15</span>
7	<b>Total Learning Hours for this module/unit.</b>	75
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online. <span style="border: 1px solid black; padding: 2px;">%</span> Contact Hours delivered Face to Face <span style="border: 1px solid black; padding: 2px;">%</span>
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources: <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li></ol>



	<ol style="list-style-type: none"><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol>
	<p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Corporate Sustainability</b></p> <ul style="list-style-type: none"><li>1.1 Defining Corporate Sustainability</li><li>1.2 Historical Evolution of Sustainability in Business</li><li>1.3 The Triple Bottom Line: People, Planet, Profit</li></ul> <p><b>Unit 2: The Role of Leadership in Sustainability</b></p> <ul style="list-style-type: none"><li>2.1 Leadership Theories and Sustainability</li><li>2.2 Leadership Styles for Sustainable Development</li><li>2.3 Case Studies in Sustainable Leadership</li></ul> <p><b>Unit 3: Sustainability Frameworks and Standards</b></p> <ul style="list-style-type: none"><li>3.1 Global Reporting Initiative (GRI)</li><li>3.2 The United Nations Sustainable Development Goals (SDGs)</li><li>3.3 ISO 14001 and Environmental Management Systems</li></ul> <p><b>Unit 4: Strategic Sustainability Management</b></p> <ul style="list-style-type: none"><li>4.1 Integrating Sustainability into Business Strategy</li><li>4.2 Sustainable Supply Chain Management</li><li>4.3 Metrics and Measurement in Sustainability</li></ul> <p><b>Unit 5: Ethics and Corporate Social Responsibility (CSR)</b></p> <ul style="list-style-type: none"><li>5.1 Ethical Theories and Sustainability</li><li>5.2 CSR Strategies and Implementation</li><li>5.3 Case Studies in CSR and Ethical Leadership</li></ul> <p><b>Unit 6: Innovation for Sustainability</b></p> <ul style="list-style-type: none"><li>6.1 Driving Innovation for Sustainable Solutions</li><li>6.2 Sustainable Product and Service Design</li><li>6.3 Circular Economy and Business Models</li></ul> <p><b>Unit 7: Stakeholder Engagement and Communication</b></p> <ul style="list-style-type: none"><li>7.1 Identifying and Engaging Stakeholders</li><li>7.2 Communicating Sustainability Initiatives</li><li>7.3 Collaborative Approaches to Sustainability</li></ul> <p><b>Unit 8: Systems Thinking in Sustainability</b></p> <ul style="list-style-type: none"><li>8.1 Introduction to Systems Thinking</li></ul>



	<p>8.2 Applying Systems Thinking to Sustainability Challenges 8.3 Case Studies in Systems Thinking and Sustainability <b>Unit 9: Governance and Sustainability</b> 9.1 Corporate Governance and Sustainability 9.2 Transparency and Accountability in Sustainability 9.3 Regulatory Compliance and Governance <b>Unit 10: Future Trends in Corporate Sustainability and Leadership</b> 10.1 Emerging Trends and Innovations 10.2 The Future of Sustainable Leadership 10.3 Preparing for Future Sustainability Challenges</p> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
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11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is a written submission. The written submission is a comprehensive sustainability strategy for a real or hypothetical organization, integrating leadership practices and sustainability frameworks. The analysis will be written in 2000 words and submitted 3 weeks after the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and is to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments is provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type off assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
12	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA



13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Avery, G.C., &amp; Bergsteiner, H. (2019). <i>Sustainable Leadership: Honeybee and Locust Approaches</i> (2nd ed.). New York: Routledge.</li><li>2. Epstein, M.J., &amp; Buhovac, A.R. (2018). <i>Making Sustainability Work: Best Practices in Managing and Measuring Corporate Social, Environmental, and Economic Impacts</i> (2nd ed.). New York: Routledge.</li><li>3. Willard, B. (2018). <i>The New Sustainability Advantage: Seven Business Case Benefits of a Triple Bottom Line</i> (10th Anniversary ed.). Gabriola Island, BC: New Society Publishers.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Adams, C.A. (2020). <i>Sustainable Development Goals Disclosure (SDGD) Recommendations</i>. London: ACCA.</li><li>2. Carroll, A.B., Brown, J.A., &amp; Buchholtz, A.K. (2018). <i>Business and Society: Ethics, Sustainability, and Stakeholder Management</i> (10th ed.). Boston, MA: Cengage Learning.</li><li>3. Osagie, E., Wesselink, R., Blok, V., &amp; Mulder, M. (2018). Developing Sustainable Competencies for the Governance of Corporate Sustainability: A Structured Literature Review and a Conceptual Framework. <i>Journal of Cleaner Production</i>, 195, pp. 1383-1391.</li><li>4. Lozano, R., Carpenter, A., &amp; Huisingsh, D. (2018). A Review of Theories of Corporate Social Responsibility: Its Evolutionary Path and The Road Ahead. <i>International Journal of Corporate Social Responsibility</i>, 1(1), pp. 1-17.</li><li>5. Bansal, P. (2020). The Business of Sustainability: Imperatives, Advantages, and Actions. <i>Journal of Business Ethics</i>, 162(3), pp. 729-740.</li></ol> <p><b>Journals for Further Reading</b></p> <ol style="list-style-type: none"><li>1. <i>Journal of Business Ethics</i></li><li>2. <i>Corporate Social Responsibility and Environmental Management</i></li><li>3. <i>Journal of Cleaner Production</i></li><li>4. <i>Business &amp; Society</i></li><li>5. <i>Sustainability Accounting, Management and Policy Journal</i></li></ol>
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<b>Final Note</b>	
	<p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>

## MG7110 Business Communication for Competitive Advantage

Module D : [ MG7110 ]		
1	Title of Module/Title	Business Communication for Competitive Advantage
2	Module/Unit Description	In the present technologically fluid & globalised business environment, effective self-expression is the key to personal success and effective communications are the cornerstone of organisational success. This module develops the soft skills that are needed for both. It is designed as an advanced university level module. It combines state-of-the-art theory with celebrated case studies of their practical applications. Effective communication is a critical component of leadership, collaboration, and strategic decision-making. This module emphasizes the development of oral, written, and interpersonal communication skills tailored to various business contexts. Students will learn how to craft persuasive messages, manage cross-cultural communications, and utilize digital tools to enhance



		<p>business communication. By the end of the module, students will be equipped to communicate with clarity, confidence, and impact, ensuring their success in leadership roles and collaborative environments.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. design and implement communication strategies that align with organisational goals.</li><li>2. craft messages that influence and persuade diverse audiences.</li><li>3. navigate and manage communication across different cultural contexts.</li><li>4. master digital tools and platforms to enhance business communication effectiveness.</li><li>5. lead teams and manage stakeholder relationships through clear and effective communication</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning:</p> <p>A1- critique the principles of effective business communication and their impact on organizational success.</p> <p>A2-critically evaluate and synthesise the role of communication in shaping corporate culture and driving strategic initiatives.</p> <p>A3 - synthesize information about the effectiveness of different communication channels and methods in various business contexts and recommending the most suitable approaches for achieving organizational goals.</p> <p>A4 - assess the challenges and strategies of cross-cultural communication in a globalized business environment, analyzing the strategies employed by leaders to overcome these barriers and formulating solutions based on evidence and case studies.</p> <p>A5 - examine the ethical considerations in business communication, including transparency, honesty, and</p>



		corporate social responsibility, considering the impact of recommendations on social, cultural & environment.
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1-develop and deliver persuasive oral and written presentations tailored to diverse business audiences, integrating strategic communication principles and applying evidence-based methods to maximize message impact.</p> <p>B2 - apply digital communication tools to enhance the effectiveness of business interactions, formulating communication strategies that are aligned with organizational objectives and reflecting on their long-term implications.</p> <p>B3 - Implement advanced interpersonal communication techniques to mediate and resolve conflicts, utilizing problem-solving strategies and integrating ethical considerations into conflict resolution processes.</p> <p>B4 - create strategic communication plans that support business objectives and enhance stakeholder engagement.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- identify gaps in communication skills and formulate development plans to address them, incorporating critical self-reflection and research into personal and professional growth.</p> <p>C2 - develop an awareness of the impact of your own thinking and behaviour and use this as the basis for developing your professional and personal competences during this module.</p> <p>C3 - conduct an independent inquiry into communication strategies, synthesizing findings from various sources to improve and refine communication practices in both professional and academic contexts.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p>



		<ul style="list-style-type: none"><li>• navigate different learning platforms and digital communication tools, create presentations and documents that reflect best practices in digital communication.</li><li>• conduct in-depth research using online databases and tools, integrating findings to support communication strategies and enhance message delivery.</li><li>• design online content that effectively conveys complex ideas, reorganizing information to cater to different business audiences and ensuring accessibility across platforms.</li><li>• integrate advanced digital tools to facilitate online peer-to-peer collaboration, modifying communication approaches to suit virtual environments and enhance team dynamics.</li><li>• analyze and apply citation tools and plagiarism detection software, ensuring academic integrity while using digital communication platforms effectively.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	MQF/EQF Level 7								
5	<b>Total Number of ECTS for this module/unit</b>	3								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>15</td></tr><tr><td>Self – Study Hours</td><td>30</td></tr><tr><td>Assessment Hours</td><td>15</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>15</td></tr></table>	Total Contact Hours	15	Self – Study Hours	30	Assessment Hours	15	Supervised Placement and Practice Hours	15
Total Contact Hours	15									
Self – Study Hours	30									
Assessment Hours	15									
Supervised Placement and Practice Hours	15									
7	<b>Total Learning Hours for this module/unit.</b>	75								
8	<b>Mode of Delivery</b>	<table><tr><td><input type="checkbox"/> 100% Face to Face</td></tr><tr><td><input checked="" type="checkbox"/> 100% Online</td></tr><tr><td><input type="checkbox"/> Blended Learning</td></tr></table>	<input type="checkbox"/> 100% Face to Face	<input checked="" type="checkbox"/> 100% Online	<input type="checkbox"/> Blended Learning					
<input type="checkbox"/> 100% Face to Face										
<input checked="" type="checkbox"/> 100% Online										
<input type="checkbox"/> Blended Learning										



		Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Fundamentals of Business Communication</b></p> <ul style="list-style-type: none"><li>1.1 Key Principles of Effective Communication</li><li>1.2 The Role of Communication in Business Success</li><li>1.3 Barriers to Effective Communication</li></ul> <p><b>Unit 2: Communication Strategy and Planning</b></p> <ul style="list-style-type: none"><li>2.1 Developing a Strategic Communication Plan</li><li>2.2 Aligning Communication with Organizational Goals</li><li>2.3 Measuring Communication Effectiveness</li></ul>



	<p>Unit 3: Persuasive Communication Techniques</p> <ul style="list-style-type: none"><li>3.1 Crafting Persuasive Messages</li><li>3.2 Storytelling in Business</li><li>3.3 Techniques for Influencing and Persuading Stakeholders</li></ul> <p>Unit 4: Written Communication in Business</p> <ul style="list-style-type: none"><li>4.1 Writing Effective Business Reports and Proposals</li><li>4.2 Email and Digital Correspondence Best Practices</li><li>4.3 Creating Clear and Concise Written Communication</li></ul> <p>Unit 5: Oral Communication and Presentation Skills</p> <ul style="list-style-type: none"><li>5.1 Developing and Delivering Effective Presentations</li><li>5.2 Public Speaking and Presentation Techniques</li><li>5.3 Managing Q&amp;A Sessions and Audience Engagement</li></ul> <p>Unit 6: Cross-Cultural Communication</p> <ul style="list-style-type: none"><li>6.1 Understanding Cultural Differences in Communication</li><li>6.2 Strategies for Effective Cross-Cultural Communication</li><li>6.3 Overcoming Cultural Barriers in Global Business</li></ul> <p>Unit 7: Digital Communication and Social Media</p> <ul style="list-style-type: none"><li>7.1 Leveraging Digital Tools for Business Communication</li><li>7.2 Effective Use of Social Media in Business</li><li>7.3 Managing Online Reputations and Digital Presence</li></ul> <p>Unit 8: Interpersonal Communication and Conflict Resolution</p> <ul style="list-style-type: none"><li>8.1 Building Strong Interpersonal Relationships</li><li>8.2 Techniques for Conflict Resolution and Negotiation</li><li>8.3 Enhancing Emotional Intelligence in Communication</li></ul> <p>Unit 9: Communication in Leadership and Team Management</p> <ul style="list-style-type: none"><li>9.1 Leadership Communication Styles and Strategies</li><li>9.2 Communicating Vision and Motivating Teams</li><li>9.3 Managing Stakeholder Relationships</li></ul> <p>Unit 10: Ethics and Corporate Social Responsibility in Communication</p> <ul style="list-style-type: none"><li>10.1 Ethical Issues in Business Communication</li><li>10.2 Transparency and Accountability in Corporate Communication</li><li>10.3 Communicating Corporate Social Responsibility Initiatives</li></ul>
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		<p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The written submission will be a comprehensive communication strategy for an environmentally conscious brand launching a new sustainable product line. The analysis will be written in 1800 words and submitted 3 weeks after the completion of the module.</p>



		<p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Essential Reading</b></p> <ol style="list-style-type: none"><li>1. Clampitt, P.G. (2019). <i>Communicating for Managerial Effectiveness: Challenges, Strategies, Solutions</i> (7th ed.). Thousand Oaks, CA: Sage Publications.</li><li>2. Cornelissen, J. (2020). <i>Corporate Communication: A Guide to Theory and Practice</i> (6th ed.). London: Sage Publications.</li><li>3. Barrett, D.J. (2018). <i>Leadership Communication</i> (5th ed.). New York: McGraw-Hill Education.</li></ol> <p><b>Supplementary Reading</b></p>



1. Guffey, M.E. & Loewy, D. (2020). *Business Communication: Process and Product* (9th ed.). Boston, MA: Cengage Learning.
2. Neher, W.W. (2017). *Organizational Communication: Challenges of Change, Diversity, and Continuity* (3rd ed.). New York: Routledge.
3. Munter, M. (2019). *Guide to Managerial Communication: Effective Business Writing and Speaking* (11th ed.). Boston, MA: Pearson.
4. Harvard Business Review. (2021). *How to Create Effective Corporate Communication Strategies*. Available online: Harvard Business Review
5. McKinsey & Company. (2020). *The Art of Persuasion in Business Communication*. Available online: McKinsey
6. Cialdini, R.B. (2021). *Influence: Science and Practice* (7th ed.). New York: Pearson Education.

#### **Journals for Further Reading**

1. *Journal of Business Communication*
2. *Corporate Communication: An International Journal*
3. *International Journal of Business Communication*
4. *Journal of Applied Communication Research*

#### **Final Note**

The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.

At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.

By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.



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## RESEARCH, INNOVATION & MASTER THESIS (30 ECTS)

Ref	Module/Unit Title	Compulsory (C) or Elective (E).	ECTS	MQF	Mode of Teaching	Mode of Assessment
<b>RESEARCH, INNOVATION &amp; MASTER THESIS (30 ECTS)</b>						
MG7111	Innovation Management and Design Thinking for Entrepreneurs	C	6	7	Online	40% Continuous and 60% End of the module submission
MG7112	Data-Driven Research and Analytical Insights	C	6	7	Online	
MG7113	Capstone Consulting Project	C	18	7	Online	100% Master Thesis

### MG7111 Innovation Management and Design Thinking for Entrepreneurs

Module D : [ MG7111]		
1	<b>Title of Module/Title</b>	<b>Innovation Management and Design Thinking for Entrepreneurs</b>
2	<b>Module/Unit Description</b>	This module provides MBA students with the critical skills and knowledge to drive innovation and apply design thinking in entrepreneurial ventures. Students will explore the principles of innovation management, the processes involved in bringing new ideas to market, and the strategic use of design thinking to solve complex business problems. The module integrates theory with practical applications, enabling students to cultivate a mindset for creativity, experimentation, and customer-centric design. By the end of the module, students will be equipped to lead innovation initiatives and create sustainable value in entrepreneurial contexts.
3	<b>Learning Outcomes</b>	



3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. generate innovative solutions to complex business challenges using design thinking principles.</li><li>2. manage and lead innovation processes within entrepreneurial ventures.</li><li>3. apply customer insights to develop products and services that meet market needs.</li><li>4. develop and test prototypes to validate ideas and refine solutions.</li><li>5. lead teams in fostering a culture of innovation and creativity.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning:</p> <p>A1: critique the fundamental concepts and frameworks of innovation management and their application in entrepreneurial settings and justifying their relevance to modern business challenges.</p> <p>A2: analyze the role of design thinking in driving innovation, synthesizing its methodologies to solve complex business problems and proposing strategies for their integration into entrepreneurial practice.</p> <p>A3: evaluate different innovation strategies and their impact on business success.</p> <p>A4: interpret the relationship between innovation, entrepreneurship, and competitive advantage, integrating evidence from real-world case studies to formulate conclusions on their interconnectedness.</p> <p>A5: create and manage an innovation portfolio, applying models and frameworks to effectively align innovation activities with business goals and growth strategies.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: Apply design thinking methodologies to identify customer needs, synthesizing insights to develop innovative solutions and evaluating their potential for market impact.</p>



	<p>B2: Manage the innovation process from idea generation to commercialization, designing action plans that integrate market research and consumer feedback to reduce risks and maximize potential.</p> <p>B3: Develop and test prototypes, iterating upon feedback to refine business ideas, assessing their feasibility and applying lean startup principles to optimize time-to-market.</p> <p>B4: Lead and collaborate effectively in multidisciplinary teams to drive innovation initiatives.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- identify learning needs and design development plans to address them and reflecting on progress throughout the module.</p> <p>C2-cultivate an awareness of the impact of your own thinking and behaviour and use this as the basis for developing your professional and personal competences during this module.</p> <p>C3- conduct an independent inquiry, investigation and on-going reflection on your own learning in context.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• navigate various digital learning platforms, designing and presenting comprehensive presentations and reports that reflect the principles of effective business communication.</li><li>• conduct advanced online research, synthesizing information from diverse digital sources to support innovation decisions and evaluate the credibility of online resources.</li><li>• create and design digital prototypes or mock-ups, testing and refining these using digital tools to streamline the product development process.</li><li>• utilize collaborative online tools for peer-to-peer feedback, organizing and leading virtual innovation sessions or team meetings to advance entrepreneurial projects.</li><li>• use citation software and apply proper referencing techniques when compiling research for innovation proposals and strategic plans.</li></ul>



4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<table><tr><td><input type="checkbox"/> 100% Face to Face</td></tr><tr><td><input checked="" type="checkbox"/> 100% Online</td></tr><tr><td><input type="checkbox"/> Blended Learning Point D9 is required to be filled in.</td></tr><tr><td><input type="checkbox"/> Work Based Learning</td></tr></table>	<input type="checkbox"/> 100% Face to Face	<input checked="" type="checkbox"/> 100% Online	<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.	<input type="checkbox"/> Work Based Learning				
<input type="checkbox"/> 100% Face to Face										
<input checked="" type="checkbox"/> 100% Online										
<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.										
<input type="checkbox"/> Work Based Learning										
9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>								
10	<b>Explain how this module/unit will be taught.</b>	<p>We intend to offer programs in online model; hence our online didactic model is as follows:</p>								



	<p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Innovation and Entrepreneurship</b></p> <ul style="list-style-type: none"><li>1.1 Definitions and Key Concepts</li><li>1.2 The Role of Innovation in Entrepreneurship</li><li>1.3 Innovation as a Competitive Advantage</li></ul> <p><b>Unit 2: Innovation Theories and Models</b></p> <ul style="list-style-type: none"><li>2.1 Disruptive Innovation</li><li>2.2 Open Innovation</li><li>2.3 The Diffusion of Innovations</li></ul> <p><b>Unit 3: Design Thinking Principles</b></p> <ul style="list-style-type: none"><li>3.1 Understanding Design Thinking</li><li>3.2 The Design Thinking Process: Empathy, Define, Ideate, Prototype, Test</li><li>3.3 Design Thinking in Business Contexts</li></ul> <p><b>Unit 4: Idea Generation and Creativity Techniques</b></p> <ul style="list-style-type: none"><li>4.1 Brainstorming and Ideation Techniques</li><li>4.2 Creative Problem-Solving Methods</li><li>4.3 Fostering Creativity in Teams</li></ul> <p><b>Unit 5: Prototyping and Testing</b></p> <ul style="list-style-type: none"><li>5.1 Rapid Prototyping Techniques</li><li>5.2 User Testing and Feedback</li><li>5.3 Iteration and Refinement of Ideas</li></ul> <p><b>Unit 6: Innovation Strategy and Management</b></p> <ul style="list-style-type: none"><li>6.1 Developing an Innovation Strategy</li><li>6.2 Managing Innovation Portfolios</li><li>6.3 Innovation Metrics and KPIs</li></ul>
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	<p>Unit 7: Customer-Centric Innovation</p> <ul style="list-style-type: none"><li>7.1 Understanding Customer Needs and Insights</li><li>7.2 User Experience (UX) Design</li><li>7.3 Creating Value Through Customer-Centric Design</li></ul> <p>Unit 8: Leading Innovation in Organizations</p> <ul style="list-style-type: none"><li>8.1 Building a Culture of Innovation</li><li>8.2 Leadership Styles for Innovation</li><li>8.3 Overcoming Barriers to Innovation</li></ul> <p>Unit 9: Innovation Ecosystems and Collaboration</p> <ul style="list-style-type: none"><li>9.1 Innovation Networks and Partnerships</li><li>9.2 The Role of Startups in Innovation Ecosystems</li><li>9.3 Collaboration Between Corporations and Startups</li></ul> <p>Unit 10: Commercializing Innovation</p> <ul style="list-style-type: none"><li>10.1 Go-to-Market Strategies</li><li>10.2 Scaling Innovation</li><li>10.3 Protecting Intellectual Property</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li></ol>
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		<p>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</p>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is a written submission. The written submission will require the learners to choose a business challenge that requires innovative solutions (e.g., improving customer experience, entering a new market) and develop an innovation strategy which includes the application of design thinking methodologies. The analysis will be written in 2200 words and submitted 2 weeks after the completion of the module.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing,</p>



		case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Readings</b></p> <ol style="list-style-type: none"><li>1. Brown, T. (2019). <i>Change by Design: How Design Thinking Creates New Alternatives for Business and Society</i> (2nd ed.). New York: Harper Business.</li><li>2. Tidd, J. &amp; Bessant, J. (2020). <i>Managing Innovation: Integrating Technological, Market and Organizational Change</i> (7th ed.). Chichester: Wiley.</li><li>3. Osterwalder, A., Pigneur, Y., Bernarda, G., &amp; Smith, A. (2020). <i>Value Proposition Design: How to Create Products and Services Customers Want</i> (2nd ed.). Hoboken: Wiley.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Christensen, C.M. (2019). <i>The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail</i> (3rd ed.). Boston: Harvard Business Review Press.</li><li>2. Ries, E. (2017). <i>The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses</i>. London: Penguin Books.</li><li>3. Blank, S. (2020). <i>The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company</i> (2nd ed.). Hoboken: Wiley.</li><li>4. Kelley, T. &amp; Kelley, D. (2017). <i>Creative Confidence: Unleashing the Creative Potential Within Us All</i>. London: William Collins.</li><li>5. Govindarajan, V. (2018). <i>The Three Box Solution: A Strategy for Leading Innovation</i>. Boston: Harvard Business Review Press.</li></ol> <p><b>Online Resource</b></p> <ul style="list-style-type: none"><li>• IDEO U (2021). <i>Design Thinking for Innovation</i>. Available at: IDEO U.</li></ul> <p><b>Journals for Further Reading</b></p>



		<ol style="list-style-type: none"><li>1. Research Policy (Innovation and management-related studies)</li><li>2. Journal of Product Innovation Management (focus on entrepreneurship and innovation)</li><li>3. International Journal of Innovation Management (comprehensive exploration of innovation strategies)</li><li>4. Technovation (research on technology, innovation, and entrepreneurship)</li><li>5. Design Studies (focused on design thinking and its impact on innovation)</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MG7112 Data-Driven Research and Analytical Insights

Module D : [ MG7112]		
1	Title of Module/Title	Data-Driven Research and Analytical Insights
2	Module/Unit Description	This module provides MBA students with the foundational skills and knowledge needed to conduct rigorous and effective research across various disciplines. Through this



		<p>module, students learn the principles and techniques essential for designing, executing, and interpreting research studies. They delve into topics such as formulating research questions, selecting appropriate data collection methods, understanding sampling techniques, and mastering data analysis methods, both qualitative and quantitative. Moreover, the module covers ethical considerations, emphasising responsible and transparent research practices. Students gain proficiency in constructing research proposals, reviewing existing literature, and presenting findings with clarity and precision.</p> <p>This module is highly relevant to understand the systematic scientific research writing process. This process helps in putting in perspective all conceptual learning and provides a framework for continuous growth in one's own work environment.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. formulate a relevant research design that enables to answer the identified research questions, considering the limitations of the study.</li><li>2. implement evidence-based management perspectives to design research problems that can enhance the overall value to the stakeholders.</li><li>3. comprehend ethical considerations in research, including subjects' rights and integrity.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning:</p> <p>A1: recall and critically evaluate three pillars of evidence-based management- existing knowledge, conceptual framework and own prior experience to identify the research gap and their implications for data-driven decision-making.</p> <p>A2: forecast the application of possible recommendations that can be drawn from the research under study and its impact on the stakeholders, keeping the stakeholders informed and considering all ethical concerns concerning stakeholders.</p> <p>A3: conduct systematic literature review to identify the research gap and build upon the variables under study.</p>



		<p>A4: formulate a research design that enables to answer the identified research questions, select data collection and analysis method that corresponds to research questions, for instance selecting surveys for quantitative and causal research, whereas observations and small interviews for qualitative research.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and will be able to:</p> <p>B1: differentiate between qualitative and quantitative research methods, evaluating their respective strengths and limitations in addressing various research questions.</p> <p>B2: formulate clear, focused, and feasible research questions or hypotheses, critically assessing their relevance to the research context and objectives</p> <p>B3: identify and define research variables, developing operational definitions and selecting the most appropriate measurement scales for data collection and analysis.</p> <p>B4: design surveys, experiments, and observational methods used in quantitative research.</p> <p>B5: describe and summarise collected data using appropriate statistical measures.</p> <p>B6: learn to structure and write a research report, including results, discussion, and conclusions.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1: develop a comprehensive research proposal, designing the introduction, methodology, and expected outcomes, and justifying the proposed approach based on evidence and best practices.</p> <p>C2: present findings using effective presentation skills to communicate research findings clearly.</p> <p>C3: compile proper citation and apply plagiarism-checking tools, ensuring academic integrity and avoiding unethical practices in research writing.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• navigate various digital learning platforms, designing and presenting research findings using online tools such</li></ul>



		as Microsoft Office, Google Docs, and comparable software. <ul style="list-style-type: none"><li>• conduct independent online searches for academic resources, evaluating the credibility and relevance of sources, and synthesizing information to support research objectives.</li><li>• use various video conferencing systems for collaboration, organizing and leading virtual meetings to discuss research progress and share insights.</li><li>• work with e-book readers and use citation software to organize and reference research materials accurately.</li><li>• collaborate on research projects through online peer-to-peer tools, engaging in constructive feedback and idea-sharing to improve research quality.</li><li>• independently organize student InterVision meetings through various online platforms, facilitating discussions that contribute to ongoing research development.</li><li>• apply sound transmission and camera technology during research presentations, ensuring clarity and professionalism in communication.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF/EQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span>  Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face



		<input checked="" type="checkbox"/> 100% Online  <input type="checkbox"/> Blended Learning Point D9 is required to be filled in.  <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Research Methods:</b> Understanding the nature and purpose of research, Differentiating between qualitative and quantitative research</p> <p><b>Unit 2: Research Design:</b></p>



	<p>Formulating research questions and hypotheses, Selecting appropriate research designs (experimental, correlational, descriptive, etc.), Considering ethical considerations in research design</p> <p><b>Unit 3: Sampling Techniques</b> Understanding different sampling methods (random sampling, stratified sampling, convenience sampling, etc.), Assessing sample size and representativeness</p> <p><b>Unit 4: Data Collection Methods:</b> Surveys and questionnaires, Interviews (structured, semi-structured, unstructured), Observational methods (participant observation, naturalistic observation), Experimental methods, Case studies, Archival research</p> <p><b>Unit 5: Measurement and Instrumentation:</b> Reliability and validity of measurement instruments, Types of measurement scales (nominal, ordinal, interval, ratio), Constructing and validating measurement instruments</p> <p><b>Unit 6: Data Analysis Techniques:</b> Descriptive statistics (mean, median, mode, standard deviation, etc.), Inferential statistics (t-tests, ANOVA, correlation, regression, etc.), Qualitative data analysis techniques (content analysis, thematic analysis, grounded theory, etc.) using statistical software (SPSS, R, SAS, etc.)</p> <p><b>Unit 7: Interpreting and Presenting Results:</b> Interpreting statistical findings, Drawing conclusions based on research results, Presenting findings through written reports, presentations, and visualisations, Critical Thinking and Research</p> <p><b>Unit 8: Ethics:</b> Evaluating research studies critically, Understanding ethical principles in research (informed consent, confidentiality, minimising harm, etc.), Recognizing and avoiding research misconduct (plagiarism, fabrication, falsification)</p> <p><b>Unit 9: Special Topics in Research Methods:</b> Meta-analysis, Longitudinal studies, Mixed methods research, Cross-cultural research methods, Online research methods and digital data collection</p> <p><b>Unit 10: Practical Applications and Projects:</b> Hands-on experience with designing research studies, Conducting data collection and analysis. Presenting research findings.</p>
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		<p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a report submission. The analysis will be written in 2000 words and submitted 2 weeks after the completion of the module.</p>



		<p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Saunders, M., Lewis, P., &amp; Thornhill, A. (2023). Research Methods for Business Students (English ed.). Paperback: Pearson.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Creswell, J.W. &amp; Creswell, J.D. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Thousand Oaks, CA: Sage Publications.</li><li>2. Cooper, D.R. &amp; Schindler, P.S. (2019). Business Research Methods (13th ed.). New York: McGraw-Hill Education.</li></ol>



3. Silverman, D. (2019). *Interpreting Qualitative Data* (5th ed.). London: Sage Publications.
4. Fink, A. (2020). *How to Conduct Surveys: A Step-by-Step Guide* (6th ed.). Thousand Oaks, CA: Sage Publications.

### **Journals for Further Reading**

1. *Journal of Business Research* (covers a range of business research methods and analytics)
2. *The Journal of Quantitative Analysis in Sports* (for data-driven research in sports business and analytics)
3. *Journal of Marketing Research* (valuable for business students focusing on quantitative research in marketing)
4. *International Journal of Research in Marketing* (emphasis on research methodologies used in marketing)
5. *Journal of Business and Economic Statistics* (focuses on the application of statistical and analytical methods in business)

### **Final Note**

The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.

At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.

By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.



## MG7113 Capstone Consulting Project

Module D : [ MG7113]		
1	Title of Module/Title	Capstone Consulting Project
2	Module/Unit Description	<p>The Capstone Consulting Project follows an Action Research methodology, ensuring that students engage in a continuous cycle of problem identification, analysis, intervention, and reflection. Students are expected to identify a real business problem, ideally from their own work environment or previous professional experience.</p> <p>For students without prior work experience, they will be encouraged to reflect on their academic projects, internships, or any event they have planned or managed. This approach allows them to apply theoretical concepts to practical scenarios, ensuring relevance and engagement.</p> <p>Individual reflection is a critical component of this assignment, helping students identify their areas of interest and passion while ensuring that the inquiry remains meaningful and applicable. Through scenario visualization and reflective analysis, students will develop a deeper understanding of business challenges, making the learning process more immersive and impactful.</p> <p>The research inquiry within the Capstone Consulting Project is designed to develop students' ability to conduct rigorous business research, applying both qualitative and quantitative methodologies to explore complex business challenges. Students will critically review existing literature, identify gaps in knowledge, and develop a well-structured research framework that supports data-driven decision-making. Through primary and secondary research, they will gather insights, analyze findings, and formulate strategic recommendations that address the identified problem. The project encourages innovative thinking, pushing students to design practical, evidence-based solutions that align with contemporary business trends and industry best practices.</p> <p>The Capstone Consulting Project adds significant value to stakeholders by bridging academic insights with real-world application. Students develop actionable strategies that can drive business improvement, enhance operational</p>



		<p>efficiency, or create competitive advantages. Whether addressing challenges in supply chain management, sustainability, digital transformation, or leadership, students ensure that their recommendations are aligned with organizational goals and stakeholder expectations. By engaging with real business problems, students cultivate strong analytical, leadership, and communication skills, positioning themselves as valuable contributors to their industries while reinforcing the programme's emphasis on strategic, ethical, and sustainable business solutions.</p> <p>The thesis will be supervised by the Institute's professor, ensuring academic rigor, research quality, and alignment with the programme's learning outcomes. However, students are also encouraged to seek an industry mentor from their own professional network or relevant industry connections. This dual mentorship approach enhances the practical insight of the research by integrating academic guidance with real-world expertise, allowing students to develop solutions that are not only theoretically sound but also industry-relevant and actionable.</p> <p>By engaging with an industry mentor, students gain exposure to practical challenges, industry trends, and stakeholder expectations, enriching their understanding of the business problem and refining their strategic recommendations. This collaboration fosters a deeper connection between academic research and professional practice, preparing students to translate their findings into real-world impact while building valuable networking opportunities for future career growth.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. conduct in-depth analysis of complex business issues and develop strategic recommendations.</li><li>2. manage consulting projects, including problem definition, stakeholder engagement, and solution implementation.</li><li>3. lead and collaborate within diverse teams to achieve project goals.</li><li>4. proficiently articulate ideas, presenting findings, and engaging with clients effectively.</li></ol>



		5. think critically and creatively in addressing business challenges and proposing innovative solutions.
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following forms of learning and will be able to:</p> <p>A1: critically examine the principles and methodologies of consulting and their application to real-world business scenarios.</p> <p>A2: analyze and synthesize information from multiple business domains to formulate data-driven recommendations that enhance decision-making</p> <p>A3: evaluate the effectiveness of strategic recommendations by assessing their impact on organizational performance, sustainability, and competitive positioning.</p> <p>A4: investigate the ethical considerations involved in consulting projects, defending responsible decision-making practices and proposing strategies to mitigate ethical risks.</p> <p>A5: assess the complexities of client relationships and stakeholder management, formulating strategies to build trust, manage expectations, and drive long-term value in consulting engagements.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills and be able to:</p> <p>B1: strategize, oversee, and adapt consulting projects from initiation to completion, integrating evidence-based methodologies and research-driven insights to ensure high-quality, sustainable business outcomes.</p> <p>B2: critically evaluate, interpret, and synthesize qualitative and quantitative data using advanced research techniques, ensuring that strategic recommendations are rigorously supported by empirical evidence and aligned with organizational goals.</p> <p>B3: design, structure, and deliver compelling, research-informed recommendations, leveraging investigative methods to justify proposed solutions while</p>



	<p>considering their long-term social, cultural, and environmental impacts.</p> <p>B4: facilitate, negotiate, and collaborate effectively with multidisciplinary teams and stakeholders, applying systems thinking and ethical reasoning to navigate complex business challenges and drive innovative, sustainable solutions.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1: synthesize and apply advanced research methodologies, critically evaluate evidence, and integrate theoretical frameworks into real-world consulting practice. Demonstrate independent learning, strategic decision-making, stakeholder consultation, and implementation planning, while reflecting on professional growth and ethical responsibilities.</p> <p>C2: critique, refine, and apply ethical research and citation practices, ensuring academic integrity, intellectual rigor, and originality in consulting deliverables while safeguarding against plagiarism and maintaining transparency in evidence-based decision-making.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● leverage and integrate multiple digital learning platforms to support research, collaboration, and knowledge dissemination.</li><li>● utilize and customize office productivity software to structure complex consulting reports and presentations.</li><li>● develop and deliver interactive, research-based online presentations tailored to diverse business audiences.</li><li>● conduct advanced online research, critically assessing sources for reliability, validity, and relevance.</li><li>● facilitate virtual collaboration using video conferencing systems (e.g., Zoom, Teams, Google Meet) and manage real-time stakeholder engagement.</li></ul>



		<ul style="list-style-type: none"><li>• scan, process, and digitally annotate research materials while ensuring accessibility and proper data management.</li><li>• effectively engage in online peer-to-peer collaboration, applying virtual teamwork strategies to co-develop consulting solutions.</li><li>• navigate and apply citation management software (e.g., Mendeley, Zotero, EndNote) to streamline research documentation and referencing.</li><li>• manage digital ethics and security, ensuring compliance with data privacy regulations and ethical research standards.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	MQF/ EQF Level 7								
5	<b>Total Number of ECTS for this module/unit</b>	18								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>90</td></tr><tr><td>Self – Study Hours</td><td>180</td></tr><tr><td>Assessment Hours</td><td>90</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>90</td></tr></table>	Total Contact Hours	90	Self – Study Hours	180	Assessment Hours	90	Supervised Placement and Practice Hours	90
Total Contact Hours	90									
Self – Study Hours	180									
Assessment Hours	90									
Supervised Placement and Practice Hours	90									
7	<b>Total Learning Hours for this module/unit.</b>	450								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.								



		<p style="text-align: center;">%</p> <p>Contact Hours delivered Face to Face</p> <p style="text-align: center;">%</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, video case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Though this is a practical module culminating into a Master Thesis, no formal classes are required. Following interaction topics are recommended with the Supervisor</p> <p>Unit 1: Introduction to Consulting Projects</p> <ul style="list-style-type: none"><li>1.1 Overview of Consulting in Business</li><li>1.2 Types of Consulting Projects</li><li>1.3 The Consulting Process: From Engagement to Delivery</li></ul> <p>Unit 2: Problem Definition and Project Scoping</p> <ul style="list-style-type: none"><li>2.1 Identifying Client Needs and Objectives</li><li>2.2 Scoping the Consulting Project</li><li>2.3 Developing Project Charters and Work Plans</li></ul> <p>Unit 3: Research and Data Collection</p> <ul style="list-style-type: none"><li>3.1 Research Methodologies for Consulting</li></ul>



	<p>3.2 Data Collection Techniques: Surveys, Interviews, and Observations</p> <p>3.3 Ethical Considerations in Research</p> <p><b>Unit 4: Data Analysis and Interpretation</b></p> <p>4.1 Quantitative Analysis Techniques</p> <p>4.2 Qualitative Data Analysis</p> <p>4.3 Interpreting and Presenting Data Insights</p> <p><b>Unit 5: Strategy Formulation</b></p> <p>5.1 Developing Strategic Recommendations</p> <p>5.2 Evaluating Strategic Options</p> <p>5.3 Aligning Recommendations with Client Goals</p> <p><b>Unit 6: Client Engagement and Communication</b></p> <p>6.1 Managing Client Relationships</p> <p>6.2 Effective Communication with Clients</p> <p>6.3 Handling Client Feedback and Expectations</p> <p><b>Unit 7: Project Management and Execution</b></p> <p>7.1 Time and Resource Management</p> <p>7.2 Risk Management in Consulting Projects</p> <p>7.3 Delivering on Project Milestones</p> <p><b>Unit 8: Presentation of Findings</b></p> <p>8.1 Structuring Consulting Reports</p> <p>8.2 Designing and Delivering Presentations</p> <p>8.3 Engaging Stakeholders in Presentations</p> <p><b>Unit 9: Implementation and Impact Assessment</b></p> <p>9.1 Supporting Clients in Implementation</p> <p>9.2 Measuring the Impact of Consulting Recommendations</p> <p>9.3 Post-Implementation Review and Feedback</p> <p><b>Unit 10: Reflection and Professional Development</b></p> <p>10.1 Reflecting on the Consulting Experience</p> <p>10.2 Identifying Personal and Professional Growth</p> <p>10.3 Career Pathways in Consulting</p>
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**Support:**

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.



		<p>5. In all cases, the turnaround time to resolve the query is within 3 working days.</p> <p>6. All interactions take place via e-campus to maintain an adequate record of information.</p> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<p><b>Explain how this module/unit will be assessed.</b></p>	<p>This module will be assessed by the end of the module assessment.</p> <p>The following is a broad guideline for preparing the Capstone Consulting Project report for MBA students. While this structure provides a strong foundation, it is not rigid and should be adapted based on the specific nature of your project. MBA students are encouraged to apply innovative approaches and tailor their reports to best align with their consulting topic and business context.</p> <p>It is recommended to include a title page specifying your full name with Student Id, project title, name of the Supervisor, date of submission, and word count. The second page is recommended as an Executive summary of around 300 words to summarize a brief overview of the project, key findings, and recommendations; and the summary of the problem, approach, and outcomes. The third page is suggested to be the Table of Content including List of chapters, sections, and appendices with page numbers. Following chapters are suggested:</p> <p><b>1. Introduction</b></p> <ul style="list-style-type: none"><li>• Overview of the project scope and objectives</li></ul>



	<ul style="list-style-type: none"><li>Background of the consulting problem or business challenge</li><li>Importance and relevance of the study</li><li>Research questions and expected outcomes</li><li>Limitations of the Study</li><li>Ethical considerations involved in consulting projects, and proposed strategies to mitigate ethical risks.</li></ul> <p><b>2. Literature Review</b></p> <ul style="list-style-type: none"><li>Analysis of existing research, theories, and best practices relevant to the chosen consulting problem</li><li>Identification of knowledge gaps</li><li>Theoretical framework guiding the project</li></ul> <p><b>3. Methodology</b></p> <ul style="list-style-type: none"><li>Research design and approach (qualitative, quantitative, or mixed methods)</li><li>Data collection methods (interviews, surveys, case studies, secondary data)</li><li>Ethical considerations</li><li>Limitations of the methodology</li></ul> <p><b>4. Data Analysis and Findings</b></p> <ul style="list-style-type: none"><li>Presentation of collected data (charts, graphs, or tables if necessary)</li><li>Key findings related to the research questions</li><li>Discussion of insights and implications</li></ul> <p><b>5. Recommendations and Implementation Plan</b></p> <ul style="list-style-type: none"><li>Practical, data-driven recommendations for the client/business</li><li>Steps for implementation (short-term and long-term strategies)</li><li>Potential challenges and mitigation strategies</li></ul> <p><b>6. Conclusion</b></p> <ul style="list-style-type: none"><li>Summary of findings and recommendations</li></ul>
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	<ul style="list-style-type: none"><li>• Contribution of the project to the field of study</li><li>• Suggestions for future research</li></ul> <p><b>7. References</b></p> <ul style="list-style-type: none"><li>• Proper citation of all sources (Harvard Style)</li></ul> <p><b>8. Appendices (if needed)</b></p> <ul style="list-style-type: none"><li>• Additional charts, interview transcripts, raw data, or supporting documents</li></ul> <p>End of the module assessment is the final assessment, consisting of 100% weightage. The nature of final assessment is the report submission of 6000 words (supported by data, analysis, and references )and can be within +/- 10% of the specified limit to be submitted within 6 weeks of module completion.</p> <p>The minimum pass mark for Dissertations is 50%.</p> <p><b>Formatting requirements:</b></p> <p>Use the following font style: Times New Roman</p> <ul style="list-style-type: none"><li>• Font size: 12-point main body text</li><li>• Font size: 16 and 14 Main Heading and Subheadings</li><li>• Paragraph line spacing: 1.5 lines.</li><li>• Spacing: left</li><li>• Ensure that the layout is in a professional format – use headings and subheadings as appropriate</li><li>• Ensure that all pages are numbered.</li><li>• The piece of assessment must have a cover page.</li></ul> <p><b>A few further considerations:</b></p> <ul style="list-style-type: none"><li>• Ensure to format the entire document in an appropriate and consistent format/ Font/ Font Color/ Font Size, as specified above.</li><li>• The assessment can have a table of content as well, but not necessarily. It depends upon the nature of assessment.</li><li>• It is good practice to spell and grammar check your work before submission.</li></ul>
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		<p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	as above
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Block, P. (2018). <i>Flawless Consulting: A Guide to Getting Your Expertise Used</i> (4th ed.). San Francisco: Wiley.</li><li>2. Maister, D.H., Green, C.H., &amp; Galford, R.M. (2021). <i>The Trusted Advisor</i> (2nd ed.). New York: Free Press.</li><li>3. Turner, C. (2020). <i>The Consulting Process: Methods and Models for Excellence</i> (3rd ed.). New York: Routledge.</li><li>4. Schein, E.H. (2019). <i>Humble Consulting: How to Provide Real Help Faster</i> (2nd ed.). Oakland: Berrett-Koehler.</li></ol> <p><b>Supplementary Reading</b></p>



	<ol style="list-style-type: none"><li>1. Weinberg, G.M. (2020). <i>The Secrets of Consulting: A Guide to Giving and Getting Advice Successfully</i> (3rd ed.). New York: Dorset House.</li><li>2. Kubr, M. (2018). <i>Management Consulting: A Guide to the Profession</i> (5th ed.). Geneva: International Labour Organization.</li><li>3. Wickham, P.A. &amp; Wickham, L. (2019). <i>Management Consulting: Delivering an Effective Project</i> (5th ed.). New York: Pearson.</li><li>4. Schaffer, R.H. (2020). <i>High-Impact Consulting: How Clients and Consultants Can Work Together to Achieve Extraordinary Results</i> (2nd ed.). San Francisco: Jossey-Bass.</li></ol> <p><b>Online Resource</b></p> <ul style="list-style-type: none"><li>• Harvard Business Review (2022). <i>The Essentials of Effective Consulting</i>. [online] Available at: <a href="https://hbr.org/insight-center/consulting">https://hbr.org/insight-center/consulting</a>.</li></ul> <p>Research papers, journals are recommended</p> <p>The above is not an exhaustive list. Further unit-wise readings are shared by faculty via VLE and are updated at regular intervals.</p> <p>The readings are constantly updated as well. As a general principle, we don't make books mandatory at Level 7 and above, rather we recommend books and expect wider research. To start with, faculty do share some reading resources, however it is expected that learners research beyond what is shared by the faculty and aim to implement the learning in their current industry.</p>
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## MGTH7801: Destination Management

Module D : [MGSM7801]		
1	Title of Module/Title	Destination Management
2	Module/Unit Description	This module is designed to enhance learners' ability to analyse the role of tourism and the visitor economy in



		<p>contemporary international destinations from diverse theoretical perspectives. Students will gain critical insights into the complexities of managing and marketing tourism in a global context. The module explores key themes such as sustainable tourism, cultural impacts, and economic benefits, equipping learners with the skills to develop informed tourism and marketing strategies. By examining real-world case studies and current trends, students will learn to address the challenges faced by modern destinations, ensuring they can effectively contribute to the success and sustainability of the tourism sector.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. develop and implement strategic tourism plans using analytical tools.</li><li>2. create effective marketing strategies and integrate sustainable practices.</li><li>3. demonstrate cultural sensitivity and collaborate with diverse stakeholders.</li><li>4. address challenges and use data-driven decision-making for improvements.</li><li>5. lead initiatives and communicate effectively with varied audiences.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following and will be able to:</p> <p>A1: critically assess the factors that impact destination management, including environmental, economic, and sociocultural dimensions.</p> <p>A2: examine and interpret the role of destination management organizations in coordinating and sustaining tourism growth.</p> <p>A3: evaluate and differentiate the influence of stakeholders on destination management strategies.</p> <p>A4: analyze and synthesize the connection between destination management and marketing, identifying best practices for enhancing destination appeal.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills and be able to:</p>



	<p>B1: assess and interpret tourism markets and analyse destination performance using data-driven insights.. B2: develop and implement strategic plans for tourism development that align with long-term sustainability and economic viability. B3: craft targeted marketing strategies for diverse global audiences, leveraging digital tools and consumer behavior analytics. B4: integrate and justify the implementation of sustainable and ethical tourism practices within destination management frameworks.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- identify and address gaps in destination management knowledge through independent research and critical analysis.</p> <p>C2- develop and refine an awareness of personal thought processes and behaviours, using this understanding to improve professional and personal skills throughout the module.</p> <p>C3- conduct an independent research, performing in-depth investigations, and consistently reflecting on personal learning within context.</p> <p>C4- utilize and interpret data-driven insights to enhance strategic decision-making in tourism planning and policy development.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• navigate and utilize multiple digital learning platforms for research, collaboration, and knowledge dissemination.</li><li>• leverage and customize office productivity software for data analysis, reporting, and presentation of destination strategies.</li></ul>



		<ul style="list-style-type: none"><li>• develop and deliver engaging online presentations that communicate complex destination management concepts effectively.</li><li>• conduct systematic online research, critically evaluating sources for credibility and relevance to destination planning.</li><li>• facilitate digital collaboration using video conferencing platforms (e.g., Zoom, Teams, Google Meet) for stakeholder engagement.</li><li>• administer and analyze surveys using digital tools (e.g., Google Forms, SurveyMonkey) to gather insights on tourism trends and visitor behavior.</li><li>• ensure academic integrity and originality by effectively using plagiarism detection and citation management software (e.g., Turnitin, Mendeley, Zotero).</li><li>• apply digital mapping and GIS tools to visualize and analyze spatial tourism data for destination planning.</li><li>• develop and manage online peer-to-peer collaboration initiatives to enhance knowledge-sharing and problem-solving in destination management.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	MQF/ EQF Level 7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								



8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated module material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1: Introduction to Tourism Destinations</p> <ul style="list-style-type: none"><li>• Defining and analyzing tourism destinations</li><li>• Key characteristics and components</li></ul>



	<p>Unit 2: Destination Management Essentials</p> <ul style="list-style-type: none"><li>• Core principles of destination management</li><li>• The multi-scalar nature of management</li></ul> <p>Unit 3: Role of Destination Management Organisations (DMOs)</p> <ul style="list-style-type: none"><li>• Functions and responsibilities of DMOs</li><li>• Interaction with stakeholders</li></ul> <p>Unit 4: Influencing Factors in Destination Management</p> <ul style="list-style-type: none"><li>• Factors affecting management processes</li><li>• Stakeholder analysis and engagement</li></ul> <p>Unit 5: Sectors in Tourism Destinations</p> <ul style="list-style-type: none"><li>• Role of public, private, and third sectors</li><li>• Collaboration and partnership dynamics</li></ul> <p>Unit 6: Transport and Tourism Destinations</p> <ul style="list-style-type: none"><li>• Impact of transport on tourism</li><li>• Infrastructure and accessibility</li></ul> <p>Unit 7: Marketing and Management Integration</p> <ul style="list-style-type: none"><li>• Relationship between destination management and marketing</li><li>• Strategies for cohesive planning</li></ul> <p>Unit 8: Community Engagement and Sustainable Development</p> <ul style="list-style-type: none"><li>• Methods for community involvement</li><li>• Principles of sustainable tourism</li></ul> <p>Unit 9: Destination Management Planning</p> <ul style="list-style-type: none"><li>• Developing and resourcing management plans</li><li>• Evaluation and assessment techniques</li></ul> <p>Unit 10: Crisis Management in Tourism</p> <ul style="list-style-type: none"><li>• Crisis identification and response strategies</li><li>• Building resilience in destinations</li></ul>
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		<p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a research paper analysing a tourism destination and its management practices in 2000 words and a reflective essay of 500 words sharing personal insights gained from this module, both to be submitted 1 week after the completion of the module.</p>



		<p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Weaver, D. B., &amp; Lawton, L. J. (2020). Destination management and marketing: Managing place, people and brands. Routledge. ISBN 9780367330825.</li><li>2. Timothy, D. J., &amp; Boyd, S. W. (2019). Sustainable tourism destinations: Principles and practice. Routledge. ISBN 9780367330160.</li></ol> <p>Supplementary Reading List</p> <ol style="list-style-type: none"><li>1. Baker, D. A., &amp; Crompton, J. L. (2020). The influence of travel motivation on destination choice: Insights for destination management.</li></ol>



		<p>Journal of Travel Research, 59(4), 610-623. <a href="https://doi.org/10.1177/0047287519842470">https://doi.org/10.1177/0047287519842470</a></p> <p>2. Gursoy, D., &amp; Chi, C. G. Q. (2021). Destination management and marketing: A data-driven approach. <i>Tourism Management Perspectives</i>, 39, 100-112. <a href="https://doi.org/10.1016/j.tmp.2021.100112">https://doi.org/10.1016/j.tmp.2021.100112</a></p> <p>3. Pike, S. (2019). Destination marketing organizations: What they do and why they matter. <i>Tourism Review</i>, 74(2), 299-309. <a href="https://doi.org/10.1108/TR-05-2019-0175">https://doi.org/10.1108/TR-05-2019-0175</a></p> <p>4. Ryan, C., &amp; Gu, H. (2021). Sustainable destination management: Principles and practices. <i>Sustainability</i>, 13(1), 45-62. <a href="https://doi.org/10.3390/su13010045">https://doi.org/10.3390/su13010045</a></p> <p>5. Saarinen, J., &amp; Tervo, K. (2018). Managing tourism destinations in the era of climate change. <i>Tourism Geographies</i>, 20(3), 453-471. <a href="https://doi.org/10.1080/14616688.2018.1453047">https://doi.org/10.1080/14616688.2018.1453047</a></p> <p><b>Journals</b></p> <p>International Journal of Culture, Tourism and Hospitality Research International Journal of Tourism Research Journal of Travel Research International Journal of Tourism Cities Journal of Sustainable Tourism Managing Leisure: an international journal Tourism Analysis Tourism and Hospitality Management Journal of Destination Marketing and Management</p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and</p>
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		<p>encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGTH7802 - International Tourism Policy and Development

Module D : [MGSM7802]		
1	<b>Title of Module/Title</b>	<b>International Tourism Policy and Development</b>
2	<b>Module/Unit Description</b>	<p>This module is designed to deepen learners' comprehension of tourism policy principles and their implications for development. It provides a critical examination of various theories of international development, enabling students to contextualize these theories within the realm of tourism. Through an exploration of how tourism can influence and be influenced by developmental issues, students will learn to evaluate development indicators and their relevance to tourism.</p> <p>The module emphasizes practical application by guiding students to create and propose innovative tourism projects aimed at addressing specific development challenges. By engaging with real-world scenarios and utilizing development indicators, students will gain the skills to design effective strategies and interventions that align with broader developmental goals. This holistic approach ensures that learners are well-equipped to contribute meaningfully to the field of tourism development and policy.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	
	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:	



		<ol style="list-style-type: none"><li>1. design and authorize Projects that address development issues.</li><li>2. integrate and Supervise tourism policy principles with practical development issues.</li><li>3. use Strategic Planning and Problem-Solving in addressing complex development challenges through tourism.</li><li>4. evaluate and monitor key development indicators relevant to tourism.</li><li>5. collaborate with stakeholders and Guide teams in understanding how theories influence tourism policies and development strategies.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following and will be able to:</p> <p>A1: critically assess and interpret various concepts and theories related to public policy within the tourism sector.</p> <p>A2: assess and apply different theories of international development to understand their relevance and implications for tourism.</p> <p>A3: examine and synthesize the socio-economic, political, and environmental impacts of international tourism development on diverse stakeholders.</p> <p>A4: formulate and design strategic plans for tourism projects aimed at addressing challenges related to international development, ensuring they effectively tackle relevant problems.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: critically analyse and assess public policy frameworks related to tourism.</p> <p>B2: evaluate and apply international development theories to tourism scenarios.</p> <p>B3: investigate and measure the impact of international tourism development on various socio-economic structures, cultural heritage, and environmental sustainability.</p>



	<p>B4: formulate and implement strategic tourism plans that integrate policy analysis, stakeholder engagement, and sustainability objectives.</p> <p>B5: synthesize and translate theoretical knowledge with practical tourism policy recommendations, supported by data-driven insights.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- identify and address key knowledge gaps in international tourism policy through independent research and critical inquiry.</p> <p>C2- enhance self-awareness and adaptability, leveraging critical reflection on personal decision-making processes to improve professional competencies.</p> <p>C3- conduct comprehensive independent research, performing in-depth investigations, to assess tourism policies and their impact on global development goals.</p> <p>C4- Utilize and interpret data-driven insights to support evidence-based policymaking in the tourism sector.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● navigate and leverage digital learning platforms for knowledge acquisition and collaborative research.</li><li>● utilize and customize office productivity tools for data analysis, policy briefs, and strategic presentations.</li><li>● develop and deliver dynamic online presentations that effectively communicate tourism policy insights.</li><li>● conduct systematic online research, critically evaluating sources for credibility and relevance in global tourism policy discussions.</li><li>● facilitate virtual stakeholder engagement using video conferencing platforms (e.g., Zoom, Teams, Google Meet).</li></ul>



		<ul style="list-style-type: none"><li>design and implement digital surveys (e.g., Google Forms, SurveyMonkey) to assess policy effectiveness and stakeholder perspectives.</li><li>ensure academic integrity and originality through effective use of plagiarism detection and citation management tools (e.g., Turnitin, Mendeley, Zotero).</li><li>apply Geographic Information Systems (GIS) and other mapping tools to analyze spatial trends in tourism policy and development.</li><li>engage in online peer-to-peer collaboration, fostering knowledge exchange and joint problem-solving in international tourism policy contexts.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<table><tr><td><input type="checkbox"/> 100% Face to Face</td></tr><tr><td><input checked="" type="checkbox"/> 100% Online</td></tr><tr><td><input type="checkbox"/> Blended Learning Point D9 is required to be filled in.</td></tr><tr><td><input type="checkbox"/> Work Based Learning</td></tr></table>	<input type="checkbox"/> 100% Face to Face	<input checked="" type="checkbox"/> 100% Online	<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.	<input type="checkbox"/> Work Based Learning				
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<input checked="" type="checkbox"/> 100% Online										
<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.										
<input type="checkbox"/> Work Based Learning										



9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100%; height: 40px; margin-top: 10px;"></div>
		Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100%; height: 40px; margin-top: 10px;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol>

## Curriculum

### Unit 1: Theoretical Foundations of Tourism Policy

- Theories of the State and Approaches to Policy
- Multi-scalar Approaches to Tourism Policy
- The Policy-Making Process

### Unit 2: Government and Stakeholder Involvement in Tourism

- Government Involvement in Tourism
- Stakeholders in Tourism Policy
- Tourism Policy Interest Groups

### Unit 3: Policy Instruments and Implementation



	<ul style="list-style-type: none"><li>• Tourism Policy Instruments</li><li>• Tourism Policy Implementation and Evaluation</li></ul> <p>Unit 4: Sustainable Development and Tourism Policy</p> <ul style="list-style-type: none"><li>• Tourism Policy and Sustainable Development</li><li>• Responsible Tourism</li></ul> <p>Unit 5: Development Theories and Tourism</p> <ul style="list-style-type: none"><li>• Theories of Development</li><li>• The Role and Relationship Between Tourism and Development</li></ul> <p>Unit 6: Actors and Influences in Tourism for Development</p> <ul style="list-style-type: none"><li>• Role and Influence of Actors Involved in Tourism for Development</li><li>• The Relationship Between Tourism and Other Development Arenas</li></ul> <p>Unit 7: Emerging Economies and Tourism Development</p> <ul style="list-style-type: none"><li>• Issues in Developing Tourism in Emerging Economies</li></ul> <p>Unit 8: Policy Integration and Future Trends</p> <ul style="list-style-type: none"><li>• Integration of Tourism Policy with Broader Development Strategies</li></ul> <p>Future Trends and Innovations in Tourism Policy</p> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>i. Student Success Manager: is the first point of contact for every student for any query.</li><li>ii. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>iii. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>iv. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>v. In all cases, the turnaround time to resolve the query is within 3 working days.</li></ol>
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		<p>vi. All interactions take place via e-campus to maintain an adequate record of information.</p> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is an in-depth research report and policy proposal focusing on a specific aspect of international tourism policy and development in 2500 words to be submitted 1 week after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p>



		<p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b> (if applicable)	<p>NA</p>
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Bramwell, B., &amp; Lane, B. (Eds.). (2019). <i>Rethinking tourism and the state: Theoretical and empirical perspectives</i>. Routledge.</li><li>2. Hall, C. M., &amp; Gössling, S. (Eds.). (2019). <i>The Routledge handbook of tourism and sustainability</i>. Routledge.</li></ol> <p>Supplementary Reading List</p> <ol style="list-style-type: none"><li>1. Beine, M., &amp; Geys, B. (2018). <i>Tourism and the economy: A dynamic model of policy impacts</i>. Springer.</li><li>2. Falk, M., &amp; Tscheulin, T. (2020). <i>Tourism policy: Theory and practice</i>. Routledge.</li><li>3. Hall, C. M., &amp; Williams, A. M. (2018). <i>Tourism and political change: A global perspective</i>. Routledge.</li><li>4. McKercher, B., &amp; du Cros, H. (2019). <i>Cultural tourism: The partnership between tourism and culture</i>. Routledge.</li><li>5. Weaver, D. B., &amp; Lawton, L. J. (2019). <i>Tourism management</i>. Wiley.</li></ol> <p><b>Journals</b></p> <ol style="list-style-type: none"><li>1. Journal of Sustainable Tourism <a href="https://www.tandfonline.com/toc/tsst20/current">https://www.tandfonline.com/toc/tsst20/current</a></li></ol>



		<p>2. Tourism Management <a href="https://www.journals.elsevier.com/tourism-management">https://www.journals.elsevier.com/tourism-management</a></p> <p>3. Annals of Tourism Research <a href="https://www.journals.elsevier.com/annals-of-tourism-research">https://www.journals.elsevier.com/annals-of-tourism-research</a></p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGTH7803: Digital Tourism and Hospitality

Module D : [MGSM7803]		
1	<b>Title of Module/Title</b>	<b>Digital Tourism and Hospitality</b>
2	<b>Module/Unit Description</b>	The module on Digital Tourism & Hospitality is designed to develop learners' expertise in critically analysing the role of technology within the tourism and hospitality industry. It focuses on evaluating how new and emerging technologies impact organizational operations and strategies. Students will explore the transformative effects of innovations such



		<p>as artificial intelligence, machine learning, and big data analytics, and how these technologies enhance operational efficiency, customer service, and the overall guest experience.</p> <p>The course will delve into the concept of digital transformation, providing insights into how digitalization has reshaped industry practices and consumer behaviour. Through case studies of successful digital transformations, learners will gain an understanding of the ways in which digital tools and platforms can be effectively integrated into tourism and hospitality businesses. The module will also emphasize strategic application, teaching students how to leverage digital tools and platforms to achieve competitive advantages. By developing and implementing digital strategies that align with organizational goals, students will learn to respond effectively to industry trends and technological advancements. Through a blend of theoretical frameworks and practical case studies, this module aims to equip students with the skills needed to critically manage and strategically integrate technology in the tourism and hospitality sectors.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. assess how emerging technologies influence tourism and hospitality operations, enhancing efficiency and guest experience.</li><li>2. create and implement digital strategies that align with organizational goals and leverage digital tools for competitive advantage.</li><li>3. utilize technology solutions effectively for brand management, customer engagement, and marketing.</li><li>4. integrate and evaluate digital technologies within business operations, addressing issues like data privacy and cybersecurity.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: the ability to analyse how technological advancements affect the development and growth of the tourism and hospitality industry.</p>



		<p>A2: the ability to comprehend the emergence of digital tourism and the theoretical frameworks associated with it.</p> <p>A3: the recognition of the influence of social media on the tourism and hospitality sector.</p> <p>A4: the understanding of the legal and ethical issues related to technological changes in the tourism and hospitality industry.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: critically analyse the role and impact of technological innovations on the development and growth of the tourism and hospitality industry, enabling a thorough understanding of how these advancements shape industry dynamics.</p> <p>B2: understand and apply digital tourism concepts and associated theories to real-world scenarios, allowing students to leverage their knowledge in practical and strategic contexts within the industry.</p> <p>B3: evaluate the influence of social media on tourism and hospitality operations, helping students to assess how social media platforms affect consumer behaviour and organizational strategies.</p> <p>B4: identify and address the legal and ethical issues arising from technological advancements in the industry, ensuring students are prepared to navigate regulatory and ethical challenges effectively.</p> <p>B5: create and implement strategies for integrating new technologies into tourism and hospitality operations, utilizing their skills to design innovative solutions that enhance organizational performance and customer experience.</p> <p><b>Module-Specific Learner Skills</b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- determine educational needs and create plans to address them.</p> <p>C2- develop awareness of personal thought processes and behaviors, using this understanding to improve professional and personal skills throughout the course.</p>



		<p>C3- conduct an independent research, performing in-depth investigations, and consistently reflecting on personal learning within context.</p> <p>C4- utilize data-driven insights to advance knowledge and skills.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• navigate and leverage digital learning platforms for knowledge acquisition and collaborative research.</li><li>• utilize and customize office productivity tools for data analysis, policy briefs, and strategic presentations.</li><li>• develop and deliver dynamic online presentations that effectively communicate tourism policy insights.</li><li>• conduct systematic online research, critically evaluating sources for credibility and relevance in global tourism policy discussions.</li><li>• facilitate virtual stakeholder engagement using video conferencing platforms (e.g., Zoom, Teams, Google Meet).</li><li>• design and implement digital surveys (e.g., Google Forms, SurveyMonkey) to assess policy effectiveness and stakeholder perspectives.</li><li>• ensure academic integrity and originality through effective use of plagiarism detection and citation management tools (e.g., Turnitin, Mendeley, Zotero).</li><li>• apply Geographic Information Systems (GIS) and other mapping tools to analyze spatial trends in tourism policy and development.</li><li>• engage in online peer-to-peer collaboration, fostering knowledge exchange and joint problem-solving in international tourism policy contexts.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <input type="text" value="30"/>



		Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span>
		Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span>
		Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <span style="border: 1px solid black; padding: 2px;">%</span>  Contact Hours delivered Face to Face  <span style="border: 1px solid black; padding: 2px;">%</span>
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources: <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li></ol>



		<ol style="list-style-type: none"><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to ICT in Tourism and Hospitality</b></p> <ul style="list-style-type: none"><li>• Define key ICT concepts and terminology.</li><li>• Explore the evolution of ICT within the tourism and hospitality industry.</li><li>• Analyze the contemporary role of ICT in enhancing industry operations and customer experiences.</li></ul> <p><b>Unit 2: Digital Tourism Concepts</b></p> <ul style="list-style-type: none"><li>• Understand technology-supported supply and demand in digital tourism.</li><li>• Evaluate how digital tools and platforms transform tourism services.</li><li>• Examine issues of accessibility within digital tourism frameworks.</li></ul> <p><b>Unit 3: Online Travel Agencies (OTAs) and Metasearch Engines</b></p> <ul style="list-style-type: none"><li>• Explore the functionality and impact of OTAs on the tourism and hospitality sectors.</li><li>• Assess the role of metasearch engines in facilitating travel planning and bookings.</li></ul> <p><b>Unit 4: Mobile Tourism and Wireless Systems</b></p> <ul style="list-style-type: none"><li>• Analyze the impact of mobile technologies on tourism.</li><li>• Investigate the use of wireless systems to enhance tourist experiences and operational efficiency.</li></ul> <p><b>Unit 5: ICT Platforms for Communication</b></p>
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	<ul style="list-style-type: none"><li>• Examine how ICT platforms support B2C (business-to-consumer) and B2B (business-to-business) communications.</li><li>• Explore the role of digital communication tools in enhancing customer engagement and business interactions.</li></ul> <p><b>Unit 6: Emerging Technologies: XR, AR, VR, and the Metaverse</b></p> <ul style="list-style-type: none"><li>• Analyze the applications of Extended Reality (XR), Augmented Reality (AR), and Virtual Reality (VR) in tourism and hospitality.</li><li>• Investigate the concept of the Metaverse and its potential impact on the industry.</li></ul> <p><b>Unit 7: Digital Marketing and Online Distribution</b></p> <ul style="list-style-type: none"><li>• Understand digital marketing strategies and their role in tourism and hospitality.</li><li>• Explore online distribution channels and their effectiveness in reaching target markets.</li></ul> <p><b>Unit 8: Destination Management Systems and Smart Destinations</b></p> <ul style="list-style-type: none"><li>• Evaluate the function and benefits of Destination Management Systems (DMS).</li><li>• Explore the concept of smart destinations and how technology can create enhanced, data-driven visitor experiences.</li></ul> <p><b>Unit 9: Social Media, Customer Reviews, and Feedback Management</b></p> <ul style="list-style-type: none"><li>• Assess the impact of social media on tourism and hospitality businesses.</li><li>• Learn strategies for managing customer reviews and feedback effectively.</li></ul> <p><b>Unit 10: Security, Electronic Commerce, and Competitive Advantage</b></p> <ul style="list-style-type: none"><li>• Explore security issues related to electronic commerce in tourism and hospitality.</li><li>• Analyze how technology contributes to competitive advantage and operational security in the industry.</li></ul>
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		<p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a comprehensive digital strategy report for a selected tourism or hospitality organization evaluating the organization's current use of ICT, including online travel agencies (OTAs), mobile technologies, and digital marketing in 2000 words to be submitted 2 weeks after the completion of the course.</p>



		<p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Sigala, M. (2019). Social media in travel, tourism and hospitality: Theory, practice and cases. Routledge.</li><li>2. Tuzunkan, D., &amp; Ozturk, A. B. (2020). Digital tourism: New perspectives and research. Springer.</li></ol> <p>Supplementary Reading List</p> <ol style="list-style-type: none"><li>1. Buhalis, D., &amp; Sinarta, Y. (2019). E-tourism: Information technology for strategic tourism management. Routledge.</li><li>2. Mariani, M., &amp; Buhalis, D. (2020). Tourism 4.0: The future of tourism and hospitality. Springer.</li></ol>



	<p>3. Neuhofer, B., Buhalis, D., &amp; Ladkin, A. (2018). Technology and the tourism experience: Contemporary issues and trends. Routledge.</p> <p>4. Gretzel, U., &amp; Fesenmaier, D. R. (2020). Big data and tourism: What does it mean for the industry?. Springer.</p> <p>5. Pappas, N. (2019). Digital tourism: The role of technology in shaping the future of tourism. Springer.</p> <p>6. Law, R., &amp; Au, N. (2021). Handbook of research on digital marketing and social media strategies. IGI Global.</p> <p><b>Recommended Journals:</b></p> <ol style="list-style-type: none"><li>1. Tourism Management</li><li>2. Journal of Hospitality and Tourism Technology</li><li>3. Journal of Travel Research</li><li>4. Tourism Economics</li><li>5. International Journal of Contemporary Hospitality Management</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGTH7804: Organisational Behaviour in International Contexts

Module D : [MGSM7804]		
1	Title of Module/Title	Organisational Behaviour in International Contexts
2	<b>Module/Unit Description</b>  .	<p>Organizations across the world are recreating themselves in response to the challenges posed by the global economy. In view of this, organisational behaviour has become extremely important. Organizational behaviour is concerned with how people live, work, and prosper as individuals and in groups.</p> <p>Through this course, the learners examine the individual and group conduct, interaction, confrontation, negotiation, conflict management and diverse leadership styles in the workplace, as well as motivational strategies and apply these principles to the advancement of an organization's human resources. It details the human behaviour in organisational settings. Through this, the learners will be able to focus on the competitive advantages that lie in the organisation's human resources.</p> <p>This course introduces learners to advanced behavioural science theories and their managerial applications. The aim of this course is to give students a solid grasp of the history and evolution of Organizational Behaviour (OB) ideas and concepts. It will take you through an understanding of the human dimensions of management which is a critical contributor to the skillsets learned in other fundamental business courses. It enables learners get a better understanding of human behaviour in organisations as well as the capacity to guide people more effectively towards enhanced organisational effectiveness</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>  At the end of the module/unit the learner will have acquired the responsibility and autonomy to: <ol style="list-style-type: none"><li>1. Design and authorize Projects that address development issues.</li><li>2. Integrate and Supervise tourism policy principles with practical development issues.</li><li>3. Use Strategic Planning and Problem-Solving in addressing complex development challenges through tourism.</li></ol>	



		<ol style="list-style-type: none"><li>4. Evaluate and monitor key development indicators relevant to tourism.</li><li>5. Collaborate with stakeholders and Guide teams in understanding how theories influence tourism policies and development strategies.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: critically analyze and evaluate key theories, concepts, and models of organisational behaviour in an international context.</p> <p>A2: examine and assess developmental areas that enhance long-term organisational effectiveness, focusing on leadership, motivation, and change management.</p> <p>A3: investigate the organisation as a social system , identifying strategies to improve interpersonal and group dynamics within organisational structures.</p> <p>A4: evaluate the collective role that individuals play in achieving organisational goals, considering the impact of culture, leadership styles, and employee engagement.</p> <p>A5: apply and assess the practical implementation of organisational behaviour theories, models, and concepts to real-world international business environments.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: critically assess and compare alternative methods for individual and group performance in diverse organisational settings.</p> <p>B2: apply communication techniques for example, Transaction analysis and Johari window to improve workplace interactions.</p> <p>B3: select, interpret and analyse information for team decision-making, integrating both qualitative and quantitative insights.</p> <p>B4: assess the nature of the organization's goals, as well as the values and ideas that surround them</p> <p>B5: examine and navigate the difficulties that come with managing group behaviour in the workplace</p> <p>B6: investigate the effects of individual, group, and organisational factors on human behaviour in greater depth.</p> <p><b><i>Module-Specific Learner Skills</i></b></p>



	<p>At the end of the module/unit the learner will be able to;</p> <p>C1- identify and address knowledge gaps in organisational behaviour, integrating evidence-based research and critical thinking.</p> <p>C2- develop awareness of personal thought processes and behaviors, using this understanding to improve professional and personal skills throughout the course.</p> <p>C3- conduct independent research and critical inquiry, evaluating organisational behaviour in different international contexts.</p> <p>C4- utilize and interpret data-driven insights to advance knowledge and skills.</p>
<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• navigate and utilize online learning platforms for independent research and professional development.</li><li>• apply office productivity tools for data analysis, strategic planning, and presentation development.</li><li>• create and deliver engaging online presentations using digital storytelling techniques.</li><li>• conduct systematic online research, critically evaluating sources for credibility and relevance in organisational behaviour.</li><li>• use video conferencing tools (e.g., Zoom, Teams, Google Meet) to facilitate virtual team collaboration and stakeholder engagement.</li><li>• apply plagiarism detection and citation management software (e.g., Turnitin, Mendeley, Zotero) to ensure academic integrity and research accuracy.</li><li>• engage in peer-to-peer collaboration, fostering knowledge exchange through online discussion forums and group projects.</li><li>• independently organize and facilitate virtual interview meetings to exchange feedback and improve team dynamics.</li><li>• implement ethical considerations in digital communication, ensuring responsible online engagement and data security.</li></ul>	



4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table border="1"><tr><td>%</td></tr></table> Contact Hours delivered Face to Face  <table border="1"><tr><td>%</td></tr></table>	%	%						
%										
%										
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:								



	<ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol>
	<h3>Curriculum</h3> <p><b>Unit 1: The Field of Organizational Behaviour</b></p> <ul style="list-style-type: none"><li>• Introduction to Organizational behaviour</li><li>• Definition of organization and behaviour</li><li>• Historical Development of OB</li><li>• Human Relations Movement</li><li>• Impact of technology on organizational behaviour</li><li>• Discussion/ Case Study</li></ul> <p><b>Unit 2: Organizational Design and Culture</b></p> <ul style="list-style-type: none"><li>• Key factors in organizational design</li><li>• Types of organizational design</li><li>• Organizational Structures - traditional and contemporary structures</li><li>• Organizational Culture- Meaning, dimensions and types</li><li>• Role of founders' values and vision in creating and sustaining culture</li><li>• Types of organizational cultures</li><li>• Impact of culture on image and performance of the organization</li><li>• Discussion/ Case Study</li></ul> <p><b>Unit 3: Foundations of Individual Behaviour</b></p> <ul style="list-style-type: none"><li>• Factors affecting individual behaviour - personal, environmental and organizational</li><li>• Nature and Determinants of Personality</li><li>• Personality Traits - Big Five, Locus of Control, Self, esteem, Type A/ Type B Personality, Risk Taking, Machiavellianism,</li></ul>



	<ul style="list-style-type: none"><li>• Self-Monitoring</li><li>• Personality and OB</li><li>• Discussion/ Case Study</li></ul> <p>Unit 4: Work Related Attitudes, Values and Perception</p> <ul style="list-style-type: none"><li>• Meaning and definitions</li><li>• Factors influencing perception</li><li>• Social and Person perception</li><li>• When perception fails</li><li>• Perception and OB</li><li>• Discussion/ Case Study</li></ul> <p>Unit 5: Motivation</p> <ul style="list-style-type: none"><li>• Power and purpose of motivation</li><li>• Theories of motivation - Locke's goal setting theory, Vroom's expectancy theory, Porter and Lawler's model, Adam's equity theory, McClelland's theory of needs.</li><li>• Motivational Techniques – Job design/enlargement /enrichment / rotation</li><li>• Managing rewards</li><li>• Empowerment and Self Managed Teams</li><li>• Discussion/ Case Study</li></ul> <p>Unit 6: Organizational Communication - Tool and Techniques</p> <ul style="list-style-type: none"><li>• Johari Window</li><li>• Transactional Analysis</li><li>• Lateral Thinking</li><li>• Brain Storming</li><li>• Delphi Technique</li><li>• Power of grapevine and other informal communication techniques</li><li>• Discussion/ Case Study</li></ul> <p>Unit 7: Groups and Teams</p> <ul style="list-style-type: none"><li>• Group Dynamics - Groups versus teams</li><li>• Nature and types of groups and teams</li><li>• Stages of group/team development</li><li>• Determinants of group behaviour</li><li>• Discussion/ Case Study/Exercises</li></ul> <p>Unit 8: Leadership</p> <ul style="list-style-type: none"><li>• Leadership as a concept and its essence</li><li>• Leaders versus managers</li><li>• Blake and Mouton's Managerial Grid</li><li>• Hersey and Blanchard's situational leadership</li><li>• Transactional versus Transformational leadership</li><li>• Discussion/ Case Study/Exercises</li></ul>
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	<p><b>Unit 9: Organisational Power and Politics</b></p> <ul style="list-style-type: none"><li>• Concept of Power</li><li>• Interpersonal and Structural sources of power</li><li>• Consequences of power</li><li>• Understand the major political strategies</li><li>• Maccoby's Four political Types</li></ul> <p><b>Unit 10: Conflict and Stress Management</b></p> <ul style="list-style-type: none"><li>• Understanding Conflict</li><li>• Functional and Dysfunctional conflict</li><li>• Conflict resolution and negotiations</li><li>• Managing conflict</li><li>• Work stress model</li><li>• Stress Management - Individual and Organizational Strategies</li><li>• Impact of stress on performance</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li></ol>
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		2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a case study analysis in 1000 words to be submitted 1 week after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning (if applicable)</b>	NA
13	<b>Reading List</b>	Core Reading List



	<p>1. Buchanan, D.A., &amp; Huczynski, A.A. (2023). <i>Organizational Behaviour</i> (11th ed.). Pearson.</p> <p><b>Supplementary Reading List</b></p> <p>1. Neck, C.P., Houghton, J.D., &amp; Murray, E.L. (2019). <i>Organizational Behavior: A Skill-Building Approach</i>. SAGE Publications. <a href="http://uk.sagepub.com">uk.sagepub.com</a></p> <p>2. Robbins, S.P., Judge, T.A., Edwards, M., Sandiford, P., Fitzgerald, M., &amp; Hunt, J. (2019). <i>Organisational Behaviour</i> (9th ed.). Pearson.</p> <p><b>Academic Journals:</b></p> <p>1. International Journal of Organization Theory &amp; Behavior</p> <p>2. International Journal of Organizational Leadership</p> <p>3. Journal of Organizational Behavior</p> <p>4. Leadership &amp; Organization Development Journal</p> <p>5. Journal of Business and Psychology</p> <p>6. International Journal of Human Resource Management</p> <p>7. Organizational Studies</p> <p>8. Journal of Applied Psychology</p> <p><b>Practitioners' Journals:</b></p> <p>1. Harvard Business Review</p> <p>2. MIT Sloan Management Review</p> <p>3. Strategy &amp; Leadership</p> <p>4. McKinsey Quarterly</p> <p>5. Journal of Business Strategy</p> <p><b>Business News:</b></p> <p>1. The Economist</p> <p>2. Financial Times</p> <p>3. Wall Street Journal</p> <p>4. Business Insider</p> <p>5. Bloomberg Businessweek</p> <p><b>Research Articles:</b></p> <ul style="list-style-type: none"><li>For recent research articles, consider searching databases like Google Scholar or ResearchGate using keywords such as "Organisational Behaviour"</li></ul>
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	<p>"International Context" and filtering results from 2020 onward.</p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGTH7805: Pricing and Revenue Management

Module D : [MGSM7805]		
1	Title of Module/Title	Pricing and Revenue Management
2	Module/Unit Description	Every business eventually needs to sell its products, raising key questions such as which sales channels to use, how to price products in these channels, and how to avoid channel cannibalization. Additional considerations include adjusting prices for seasonality and responding to initial demand observations. This course emphasizes setting optimal prices for products, a crucial factor tied to the supply chain's profit performance. Pricing and revenue optimization, also known as revenue management, involves determining and adjusting pricing and product availability across various selling channels to maximize profitability.



		<p>In this course, you will learn to identify and leverage revenue optimization opportunities across different business contexts. You will explore key methodologies, examine legal issues related to various pricing strategies, and review current practices in diverse industries. The course primarily addresses pricing challenges faced by firms with some degree of market power. It focuses on the tactical optimization of pricing and capacity allocation decisions, using quantitative models of consumer behavior, demand forecasts, market uncertainty, and constrained optimization tools</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. analyze and implement effective pricing strategies across various market segments to maximize profitability.</li><li>2. utilize data-driven techniques to optimize pricing and product availability, enhancing revenue potential.</li><li>3. interpret and model consumer demand to inform pricing decisions and forecast market trends.</li><li>4. develop and integrate innovative pricing models, adapting to dynamic market conditions and organizational goals.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: comprehend core concepts of revenue management and their application across industries. A2: examine foundational price theories and their impact on business strategies. A3: investigate the role of market segmentation in differential pricing and consumer targeting. A4: critically assess various pricing models, including dynamic and nonlinear approaches, for effective decision-making.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p>



	<p>B1: implement revenue management strategies to optimize pricing and product availability.</p> <p>B2: analyse and fit demand models to real-world data for informed pricing decisions.</p> <p>B3: design pricing strategies that reflect consumer value perception and market conditions.</p> <p>B4: implement dynamic pricing models to adapt to market fluctuations and maximize profitability.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to:</p> <p>C1- determine educational needs and create plans to address them.</p> <p>C2- develop awareness of personal thought processes and behaviors, using this understanding to improve professional and personal skills throughout the course.</p> <p>C3- conduct independent research, performing in-depth investigations, and consistently reflecting on personal learning within context.</p> <p>C4- utilize data-driven insights to advance knowledge and skills.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• navigate and utilize online learning platforms for independent research and professional development.</li><li>• apply office productivity tools for data analysis, strategic planning, and presentation development.</li><li>• create and deliver engaging online presentations using digital storytelling techniques.</li><li>• conduct systematic online research, critically evaluating sources for credibility and relevance in organisational behaviour.</li></ul>



		<ul style="list-style-type: none"><li>use video conferencing tools (e.g., Zoom, Teams, Google Meet) to facilitate virtual team collaboration and stakeholder engagement.</li><li>apply plagiarism detection and citation management software (e.g., Turnitin, Mendeley, Zotero) to ensure academic integrity and research accuracy.</li><li>engage in peer-to-peer collaboration, fostering knowledge exchange through online discussion forums and group projects.</li><li>independently organize and facilitate virtual interview meetings to exchange feedback and improve team dynamics.</li><li>implement ethical considerations in digital communication, ensuring responsible online engagement and data security.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span>  Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in.



		<input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Revenue Management</b></p> <ul style="list-style-type: none"><li>• Overview of revenue management</li><li>• Historical context and evolution</li><li>• Key industries and applications</li></ul> <p><b>Unit 2: Review of Price Theory</b></p> <ul style="list-style-type: none"><li>• Fundamental concepts of price theory</li><li>• Demand and supply analysis</li><li>• Elasticity and its implications</li></ul> <p><b>Unit 3: Market Segmentation with Differential Pricing</b></p> <ul style="list-style-type: none"><li>• Identifying market segments</li><li>• Strategies for differential pricing</li></ul>



	<ul style="list-style-type: none"><li>• Preventing cannibalization across channels</li></ul> <p>Unit 4: Models of Consumer Demand</p> <ul style="list-style-type: none"><li>• Consumer behavior and decision-making</li><li>• Demand forecasting models</li><li>• Impact of market dynamics on demand</li></ul> <p>Unit 5: Data Estimation (Fitting Demand Models to Data)</p> <ul style="list-style-type: none"><li>• Techniques for data collection and analysis</li><li>• Estimation methods for demand models</li><li>• Using data for pricing decisions</li></ul> <p>Unit 6: Value-Based Pricing</p> <ul style="list-style-type: none"><li>• Understanding customer value perception</li><li>• Developing value-based pricing strategies</li><li>• Case studies and real-world applications</li></ul> <p>Unit 7: Pricing – Constrained Optimization</p> <ul style="list-style-type: none"><li>• Introduction to optimization in pricing</li><li>• Tools and techniques for constrained optimization</li><li>• Practical applications and problem-solving</li></ul> <p>Unit 8: Nonlinear Pricing &amp; Innovative Pricing</p> <ul style="list-style-type: none"><li>• Exploring nonlinear pricing models</li><li>• Innovative pricing strategies and techniques</li><li>• Evaluating effectiveness and challenges</li></ul> <p>Unit 9: Dynamic Pricing</p> <ul style="list-style-type: none"><li>• Concepts and benefits of dynamic pricing</li><li>• Real-time pricing strategies</li><li>• Technology and data requirements</li></ul> <p>Unit 10: Integration and Future Trends</p> <ul style="list-style-type: none"><li>• Integrating pricing strategies with overall business strategy</li><li>• Emerging trends and future directions in pricing and revenue management</li><li>• Ethical considerations in pricing decisions</li></ul>
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**Support:**

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.
5. In all cases, the turnaround time to resolve the query is within 3 working days.



		<p>6. All interactions take place via e-campus to maintain an adequate record of information.</p> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<p><b>Explain how this module/unit will be assessed.</b></p>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a detailed pricing and revenue management plan in 2000 words to be submitted 2 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the</p>



		assignment. The passing grades are 40% according to the defined rubrics.
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Phillips, R. (2021). Pricing and Revenue Optimization. Stanford University Press.</li><li>2. Talluri, K. T., &amp; Van Ryzin, G. J. (2021). The Theory and Practice of Revenue Management. Springer.</li></ol> <p>Supplementary Reading List</p> <ol style="list-style-type: none"><li>1. Hinterhuber, A., &amp; Liozu, S. M. (2019). Innovation in Pricing: Contemporary Theories and Best Practices. Routledge.</li><li>2. Nagle, T. T., &amp; Müller, G. (2018). The Strategy and Tactics of Pricing: A Guide to Growing More Profitably. Routledge.</li><li>3. Dholakia, N., &amp; Zwick, D. (2018). Consumer Research: Postcards from the Edge. Routledge.</li><li>4. Moorthy, K. S. (2019). Marketing Models: Multivariate Statistics and Marketing Analytics. Springer.</li><li>5. Dolan, R. J., &amp; Simon, H. (2020). Power Pricing: How Managing Price Transforms the Bottom Line. Free Press.</li></ol> <p>Recommended Journals:</p> <ol style="list-style-type: none"><li>1. Journal of Revenue and Pricing Management</li><li>2. Pricing &amp; Revenue Management Journal</li><li>3. Journal of Business Research</li><li>4. Operations Research</li><li>5. International Journal of Revenue Management</li></ol>



		<p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGHR7201: Learning Organisational & Employee Engagement

Module D : [MGSM7201]		
1	Title of Module/Title	Learning Organisational & Employee Engagement
2	<b>Module/Unit Description</b>	<p>The goal of this module is to enhance learners' comprehension of current issues related to employee engagement, organizational learning, and people management and development. Students will explore and critically assess the aims and objectives of human resource management, focusing on the design and implementation of HR strategies to boost employee engagement and improve organizational performance. This includes analysing the effectiveness of HR action plans and understanding their impact on fostering a motivated and high-performing workforce. Through this unit, learners will develop the skills necessary to contribute to strategic HR initiatives that align with organizational goals.</p>
3	<b>Learning Outcomes</b>	



3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. design and implement HR strategies that promote employee engagement and align with organizational goals.</li><li>2. critically assess HR practices and their impact on workforce motivation and organizational performance.</li><li>3. understand how to foster a learning environment that supports continuous development and knowledge sharing.</li><li>4. enhance employee involvement and commitment, leading to improved productivity and satisfaction.</li><li>5. manage and adapt to organizational changes that improve performance and support strategic objectives.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: comprehend the function of Human Resources in modern organizations.</p> <p>A2: identify and explain the objectives of Human Resource management in driving employee engagement and organisational success.</p> <p>A3: grasp the design and execution of HR strategies to boost employee engagement and enhance organizational performance.</p> <p>A4: analyze the connection between managing Human Resources and improving organizational outcomes, exploring how HR influences business sustainability and workforce motivation.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: critically analyze HR strategies to enhance employee engagement.</p> <p>B2: design, develop and implement HR action plans effectively that align with organisational goals and promote a high-performance culture..</p>



	<p>B3: assess and measure the impact of HR practices on organizational performance, using qualitative and quantitative analysis.</p> <p>B4: apply critical thinking and problem-solving techniques to address HR-related challenges, incorporating ethical and sustainability considerations.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- communicate HR concepts effectively and collaborate with teams to achieve organizational goals.</p> <p>C2: conduct independent research and evidence-based investigations, reflecting critically on HRM practices and their implications in a global business environment.</p> <p>C3: utilize data-driven insights to adapt to dynamic business environments and HR trends.</p> <p>C4: Lead initiatives to foster a culture of continuous learning, employee well-being, and engagement..</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• navigate and utilize online learning platforms to support professional development in HRM.</li><li>• apply office productivity tools for HR data analysis, reporting, and strategic planning.</li><li>• create and deliver dynamic online presentations to communicate HR strategies and policies effectively.</li><li>• conduct systematic online research, critically evaluating sources for HRM case studies and trends.</li><li>• use video conferencing tools (e.g., Zoom, Teams, Google Meet) to manage virtual HR collaborations and training sessions.</li><li>• implement plagiarism detection and citation management software (e.g., Turnitin, Mendeley, Zotero) to maintain academic and professional integrity.</li><li>• engage in peer-to-peer collaboration, leveraging digital tools for HR knowledge exchange and best practice sharing.</li></ul>



		<ul style="list-style-type: none"><li>organize and facilitate virtual learning communities to drive HR innovation and leadership development.</li><li>utilize HR analytics software to track employee engagement and workforce performance.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
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Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table border="1"><tr><td>%</td></tr></table> Contact Hours delivered Face to Face  <table border="1"><tr><td>%</td></tr></table>	%	%						
%										
%										



10	<p><b>Explain how this module/unit will be taught.</b></p>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1: Introduction to Human Resource Management and Organisational Learning</p> <ul style="list-style-type: none"><li>• Develop, advise, and implement policies related to personnel use</li><li>• Organisational development and learning</li><li>• Theories of learning</li></ul> <p>Unit 2: Learning and Talent Development Strategies</p> <ul style="list-style-type: none"><li>• Formulation and implementation of learning processes</li><li>• Talent development strategies</li></ul> <p>Unit 3: Workforce Planning and Skill Development</p> <ul style="list-style-type: none"><li>• Workforce planning processes and factors</li><li>• Skill mix, training, and development for organisational aims</li></ul> <p>Unit 4: Change Management</p> <ul style="list-style-type: none"><li>• Change management processes</li><li>• Barriers to change: uncertainty, poor planning, lack of consensus, resistance, leadership, and managerial challenges</li></ul> <p>Unit 5: HR Delivery and Perspectives</p> <ul style="list-style-type: none"><li>• Changing context of HR delivery: classic, business partnering, shared services, centres of expertise</li><li>• Normative, critical, behavioral, systems, and transaction cost perspectives</li></ul>
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	<ul style="list-style-type: none"><li>Challenges, drivers, skills, and boundaries</li></ul> <p><b>Unit 6: Evaluating HR Functions</b></p> <ul style="list-style-type: none"><li>Rationale for evaluating HR functions: future investment, improvement, workforce planning, intellectual capital, accountability, motivation, and productivity</li><li>Evaluation models: Kirkpatrick, return on investment models, Balanced Scorecard</li></ul> <p><b>Unit 7: Employee Engagement and Learning</b></p> <ul style="list-style-type: none"><li>Theories of employee engagement</li><li>Relationship between employee engagement, learning, and managerial leadership</li></ul> <p><b>Unit 8: HR Strategies and Competitive Differentiation</b></p> <ul style="list-style-type: none"><li>Development of HRM competitive differentiators</li><li>Factors affecting employee learning and engagement</li><li>Relationship between employee engagement, performance, and organisational performance</li><li>Design and implementation of action plans for promoting engagement and performance</li></ul> <p><b>Unit 9: Contemporary Issues in HRM</b></p> <ul style="list-style-type: none"><li>PESTEL analysis</li><li>Competition and organisational performance</li><li>Theoretical frameworks: HRM practice leads to HR outcomes and organisational performance</li><li>Gallup studies, strength-based performance management</li><li>Definition and economic value of human capital</li></ul> <p><b>Unit 10: Performance Appraisal and HR Evaluation Models</b></p> <ul style="list-style-type: none"><li>Performance relationship: decision-making, education, training, health, and HR metrics</li><li>Rating scales, critical incidents, job satisfaction, objective production, judgemental evaluation, peer and self-assessment, negotiated performance appraisal</li><li>Evaluation models: Kirkpatrick, return on investment models, Balanced Scorecard</li></ul>
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**Support:**

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.



		<ol style="list-style-type: none"><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a detailed HR strategy and implementation plan for an organisation of choice. The project should include workforce planning, learning and development strategies, change management plans, evaluation of HR functions using appropriate models, and action plans for enhancing employee engagement and organisational performance. It should be prepared in 2000 words and demonstrate critical analysis, application of theoretical concepts, and practical implementation skills.</p> <p>Submission deadline: 2 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p>



		<p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type off assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Armstrong, M., &amp; Taylor, S. (2020). Armstrong's Handbook of Human Resource Management Practice (15th ed.). Kogan Page.</li><li>2. Noe, R. A., Hollenbeck, J. R., Gerhart, B., &amp; Wright, P. M. (2019). Human Resource Management: Gaining a Competitive Advantage (11th ed.). McGraw-Hill Education.</li></ol> <p>Supplementary Reading List</p> <ol style="list-style-type: none"><li>1. Boxall, P., Purcell, J., &amp; Wright, P. (2018). The Oxford Handbook of Human Resource Management. Oxford University Press.</li><li>2. Storey, J., Ulrich, D., &amp; Wright, P. (2019). The Routledge Companion to Strategic Human Resource Management. Routledge.</li><li>3. Ulrich, D., &amp; Dulebohn, J. H. (2019). Are We There Yet? What's Next for HR?. Human Resource Management Review, 29(3), 245-257.</li></ol>



		<p>4. Gallup (2018). <i>State of the Global Workplace</i>. Gallup Press.</p> <p>5. Kew, J., &amp; Stredwick, J. (2017). <i>Human Resource Management in a Business Context</i> (3rd ed.). Kogan Page.</p> <p>6. Bach, S., &amp; Edwards, M. (2019). <i>Managing Human Resources: Human Resource Management in Transition</i> (6th ed.). Wiley-Blackwell.</p> <p><b>Journals Recommended:</b></p> <ul style="list-style-type: none"><li>1. <i>Journal of Organizational Behavior</i></li><li>2. <i>Academy of Management Learning &amp; Education</i></li><li>3. <i>Human Resource Management Journal</i></li><li>4. <i>Journal of Workplace Learning</i></li><li>5. <i>Journal of Applied Behavioral Science</i></li></ul> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGHR7202: Leadership Development and Performance Management

Module D : [MGSM7202]		
1	Title of Module/Title	Leadership Development and Performance Management



2	<b>Module/Unit Description</b>	<p>This module is designed to enhance learners' strategic leadership and management knowledge and skills. Students will explore how leadership and management contribute to improving teamwork, communication, and overall organisational performance. The course focuses on the roles and competencies essential for strategic-level positions, emphasizing critical thinking and decision-making abilities necessary for effective leadership. Through case studies and practical applications, learners will develop a deep understanding of the strategic impact leaders have on fostering a collaborative and high-performing organisational culture.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. analyze complex situations and make informed decisions that align with organizational goals.</li><li>2. proficiently convey ideas clearly and persuasively to diverse audiences, fostering collaboration.</li><li>3. inspire, motivate, and guide teams towards achieving high performance and common objectives.</li><li>4. design and implement systems to assess and enhance individual and team performance.</li></ol> <p>lead and manage organizational change, addressing challenges and driving innovation.</p>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: Comprehend and critically evaluate the foundational principles of leadership and management. A2: Grasp the processes of learning and development within leadership and management contexts. A3: examine the structure and benefits of leadership and management development programs. A4: evaluate the impact of motivation, teamwork, and communication on effective leadership.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will be able to:</p>



	<p>B1: apply strategic leadership techniques to enhance organizational performance.</p> <p>B2: demonstrate effective communication and teamwork skills in leadership roles.</p> <p>B3: implement leadership and management development programs.</p> <p>B4: analyze and improve motivational strategies within teams.</p> <p>B5: critically evaluate performance management frameworks and apply evidence-based approaches to improving individual and organizational effectiveness.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to:</p> <p>C1- adapt leadership styles to various organizational contexts and collaborate effectively across diverse teams and departments.</p> <p>C2: solve complex problems using data-driven insights and strategic decision-making skills.</p> <p>C3: lead initiatives that drive change and innovation within organizations.</p> <p>C4- acquire skills in conducting independent research, performing in-depth investigations, and consistently reflecting on personal learning within context.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● use digital learning platforms to enhance leadership development and knowledge acquisition.</li><li>● leverage office productivity tools (e.g., MS Office, Google Suite) for performance analysis and strategic planning.</li><li>● create and deliver engaging online presentations to communicate leadership strategies.</li><li>● conduct independent online research, critically assessing data for leadership decision-making.</li></ul>



		<ul style="list-style-type: none"><li>utilize video conferencing platforms (e.g., Zoom, Teams, Webex) for virtual leadership collaboration.</li><li>employ plagiarism detection and citation management software to maintain academic and professional integrity.</li><li>engage in online peer-to-peer collaboration, applying leadership theories in practical discussions.</li><li>organize and facilitate virtual leadership training and performance management workshops.</li><li>use HR and performance analytics software to monitor and enhance employee development.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table border="1"><tr><td>%</td></tr></table>	%							
%										



		Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto; text-align: center;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Leadership and Management Concepts</b></p> <ul style="list-style-type: none"><li>• Explore the fundamental concepts of leadership and management.</li><li>• Analyze the differences and similarities between leadership and management roles.</li><li>• Study key theories including trait theory, process theory, transactional and transformational leadership, and situational leadership.</li></ul> <p><b>Unit 2: Theories of Leadership</b></p> <ul style="list-style-type: none"><li>• Examine various dimensions of leadership theories such as contingency theory, task vs. relationship orientation, and integrated leader-manager models.</li><li>• Delve into classic management theories including human relations theory, neo-human relations theory, and system theory.</li></ul>



	<p><b>Unit 3: Characteristics of Effective Leadership and Management</b></p> <ul style="list-style-type: none"><li>• Define and identify the indicators of effective leadership and management.</li><li>• Assess the significance of competency models in leadership and management.</li><li>• Investigate the role of instructional learning, emotional intelligence, cultural intelligence, and self-awareness in developing effective leaders and managers.</li></ul> <p><b>Unit 4: Training, Coaching, and Mentoring</b></p> <ul style="list-style-type: none"><li>• Define and differentiate between training, coaching, mentoring, and preceptorship.</li><li>• Explore power dynamics, duration, and boundaries in these development processes.</li></ul> <p><b>Unit 5: Trends in Learning and Development</b></p> <ul style="list-style-type: none"><li>• Analyze contemporary trends in learning such as collaborative learning, mobile delivery, personalization, and technology integration.</li><li>• Study methods including synchronous online delivery, microlearning, and the impact of neuroscience on learning.</li></ul> <p><b>Unit 6: Economic Influences and Funding</b></p> <ul style="list-style-type: none"><li>• Understand the economic factors influencing training and development.</li><li>• Examine the impact of the national economic climate and priorities on training funding and implementation.</li></ul> <p><b>Unit 7: Leadership Metrics and Evaluation</b></p> <ul style="list-style-type: none"><li>• Identify and evaluate leadership gap indicators and metrics.</li><li>• Assess leadership competencies, accountability, and outcomes.</li><li>• Analyze internal and external impacts of leadership on organizational performance and measure value for money and change effectiveness.</li></ul> <p><b>Unit 8: Relationship Between Leadership, Motivation, and Performance</b></p>
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	<ul style="list-style-type: none"><li>• Explore the connection between leadership, motivation, teamwork, and effective communication.</li><li>• Study the impact of these elements on individual and organizational performance.</li></ul> <p>Unit 9: Employee and Organizational Performance</p> <ul style="list-style-type: none"><li>• Define and evaluate concepts of employee performance and organizational performance.</li><li>• Examine factors affecting performance and methods to enhance both.</li></ul> <p>Unit 10: Group Dynamics and Communication</p> <ul style="list-style-type: none"><li>• Analyze group dynamics and team development theories such as Tuckman's model and Belbin's team roles.</li><li>• Study motivation theories including Maslow's Need Hierarchy, Herzberg's Motivation-Hygiene Theory, and Vroom's Expectancy Theory.</li><li>• Explore communication models such as Berlo's SMCR Model and Shannon-Weaver Model, and address barriers to effective communication.</li></ul>
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**Support:**

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.
5. In all cases, the turnaround time to resolve the query is within 3 working days.
6. All interactions take place via e-campus to maintain an adequate record of information.



		<p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of the final assessment is two parts: a 1500 word detailed policy proposal aimed at improving leadership effectiveness, employee engagement, and organizational performance and a 500 words reflective analysis of the learning journey throughout the course to be submitted 1 week after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the</p>



		assignment. The passing grades are 40% according to the defined rubrics.
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Northouse, P.G. (2021). Leadership: Theory and Practice (8th ed.). Thousand Oaks, CA: Sage Publications.</li><li>2. Goleman, D., Boyatzis, R.E., &amp; McKee, A. (2020). Primal Leadership: Unleashing the Power of Emotional Intelligence. Harvard Business Review Press.</li><li>3. Zenger, J., &amp; Folkman, J. (2020). The Extraordinary Leader: Going Beyond the Level 5 Leader. McGraw-Hill Education.</li><li>4. Kouzes, J.M., &amp; Posner, B.Z. (2020). The Leadership Challenge (7th ed.). Wiley.</li><li>5. Avolio, B.J., &amp; Walumbwa, F.O. (2020). Authentic Leadership Theory and Practice: Origins, Effects, and Development. Emerald Publishing.</li></ol> <p>Supplementary Reading List</p> <ol style="list-style-type: none"><li>1. Kouzes, J. M., &amp; Posner, B. Z. (2017). The leadership challenge: How to make extraordinary things happen in organizations (6th ed.). Wiley.</li><li>2. Avolio, B. J., &amp; Bass, B. M. (2021). Transformational leadership: A response to critiques (3rd ed.). Routledge.</li><li>3. Beer, M., &amp; Eisenstat, R. A. (2020). The silent killers of strategy implementation and learning. <i>Sloan Management Review</i>, 61(2), 1-8.</li><li>4. Goleman, D. (2018). Emotional intelligence: Why it can matter more than IQ (10th ed.). Bantam.</li><li>5. Senge, P. M. (2019). The fifth discipline: The art and practice of the learning organization (20th ed.). Doubleday.</li></ol>



	<p>Recommended Readings:</p> <ol style="list-style-type: none"><li>1. Leadership &amp; Organization Development Journal</li><li>2. Journal of Leadership &amp; Organizational Studies</li><li>3. The Leadership Quarterly</li><li>4. Journal of Business and Psychology</li><li>5. International Journal of Human Resource Management</li></ol> <p>Final Note</p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGHR7203: Global Resourcing, Talent and Reward Management

Module D : [MGSM7203]		
1	<b>Title of Module/Title</b>	<b>Global Resourcing, Talent and Reward Management</b>
2	<b>Module/Unit Description</b>	The Global Resourcing, Talent, and Reward Management course is designed to provide MBA students with a comprehensive understanding of the fundamental principles and advanced practices in global talent management. This module explores the multifaceted domains of resourcing, talent acquisition, and reward systems within corporate



		<p>settings, emphasizing the strategic alignment of these processes with global business objectives.</p> <p>Students will delve into the core aspects of recruitment and selection, examining contemporary strategies for attracting and retaining top talent across diverse international markets. The course will cover effective methodologies for managing employee performance and implementing reward systems that are both equitable and motivational on a global scale. Emphasis will be placed on understanding the theoretical underpinnings and practical applications of these concepts in a multinational context.</p> <p>As a specialisation course, learners will develop a nuanced perspective on the challenges and opportunities associated with global talent management. They will gain insight into various global approaches to performance management and reward strategies, learning to navigate and address the complexities inherent in managing a diverse workforce. By integrating theoretical knowledge with practical case studies, students will be equipped to devise and implement effective global resourcing strategies that align with organizational goals and enhance overall performance.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. design and execute effective global recruitment and selection strategies, aligning talent acquisition practices with organizational goals across diverse international markets.</li><li>2. develop and implement performance management and reward systems that are equitable, motivational, and tailored to the complexities of a global workforce.</li><li>3. manage and retain talent in a multinational context, addressing cultural differences and leveraging global talent to enhance organizational performance.</li><li>4. apply theoretical frameworks to practical scenarios in global talent management, including recruitment, employee retention, and dismissal processes.</li><li>5. align global talent management strategies with broader organizational objectives, ensuring that</li></ol>



		<p>resourcing and reward practices contribute to overall business success.</p>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: comprehend the complexities and challenges associated with managing talent on a global scale.</p> <p>A2: interpret the connection between global talent management practices and organizational strategy.</p> <p>A3: evaluate the effectiveness of performance and reward management systems within various organizational settings.</p> <p>A4: construct the processes involved in designing and implementing performance and reward management systems tailored to organizational needs.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: develop and execute global talent management strategies that align with organizational goals, ensuring effective recruitment, selection, and retention across diverse geographic locations.</p> <p>B2: design and implement performance management systems that facilitate objective evaluations and support continuous improvement, utilizing appropriate metrics and feedback mechanisms.</p> <p>B3: create and manage reward structures that are equitable, competitive, and aligned with organizational objectives, while addressing the diverse needs of a global workforce.</p> <p>B4: analyze and address challenges in global resourcing and talent management, applying problem-solving techniques to overcome barriers and optimize workforce effectiveness.</p> <p>B5: utilize data and insights to inform decision-making in talent and reward management, employing analytical tools to assess the impact of various strategies on organizational performance.</p>



	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- apply strategic thinking skills to align global talent management practices with broader organizational objectives, demonstrating the ability to integrate HR strategies with business goals.</p> <p>C2 - communicate effectively across cultural and organizational boundaries, leveraging skills in negotiation and collaboration to build and maintain relationships with diverse stakeholders.</p> <p>C3 - adapt management techniques to various cultural and organizational contexts, showcasing the ability to tailor approaches to different environments and workforce dynamics.</p> <p>C4 - demonstrate leadership in managing complex HR projects, including the ability to lead cross-functional teams and manage initiatives that span multiple regions and business units.</p> <p>C5 - apply analytical and problem-solving skills to real-world HR scenarios, utilizing evidence-based approaches to make informed decisions and drive improvements in global resourcing, talent management, and reward systems.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Dealing with different learning platforms</li><li>• Use of the Office package or comparable office software</li><li>• Creating online presentations</li><li>• Independent online search on the Internet</li><li>• Use of various video conferencing systems</li><li>• Scan, print and upload online</li><li>• Working with e-book readers</li><li>• Using plagiarism software</li><li>• Online peer-to-peer collaboration</li><li>• Communicating via WhatsApp, Skype, Teams etc.</li><li>• Independent organisation of student InterVision meetings based on various online platforms</li></ul>



		<ul style="list-style-type: none"><li>Dealing with citation software</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table border="1"><tr><td>%</td></tr></table> Contact Hours delivered Face to Face  <table border="1"><tr><td>%</td></tr></table>	%	%						
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10	<b>Explain how this module/unit will be taught.</b>	We intend to offer programs in online model; hence our online didactic model is as follows:								



	<p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Talent Management</b></p> <ul style="list-style-type: none"><li>• Definitions and key concepts: Succession planning, HR development, organizational learning</li><li>• Drivers of talent management and competitive talent flow</li><li>• Leadership and talent pipeline requirements</li></ul> <p><b>Unit 2: Barriers and Challenges</b></p> <ul style="list-style-type: none"><li>• Barriers to corporate enhancement of talent</li><li>• Talent management failure and agency theory</li><li>• Home vs. host country contexts and social acceptance</li></ul> <p><b>Unit 3: Strategic Talent Management</b></p> <ul style="list-style-type: none"><li>• Developing talent management strategies</li><li>• Alignment with corporate governance and commitment</li><li>• Metrics for measuring compliance and investment justification</li></ul> <p><b>Unit 4: Talent and Performance Management</b></p> <ul style="list-style-type: none"><li>• Relationship between talent and performance management</li><li>• Performance management cycles and goal-setting theories</li><li>• Building a high-engagement culture</li></ul> <p><b>Unit 5: External and Internal Influences</b></p> <ul style="list-style-type: none"><li>• External factors: Power balance, culture, and financial remuneration</li></ul>
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	<ul style="list-style-type: none"><li>Internal factors: Motivation, ownership, and team compositions</li><li>Core norms and learning and development strategies</li></ul> <p>Unit 6: Designing Reward Systems</p> <ul style="list-style-type: none"><li>Process and content design options</li><li>Performance payoffs and incentives</li><li>Fairness and strategic alignment</li></ul> <p>Unit 7: Feedback and Impact</p> <ul style="list-style-type: none"><li>Designing effective feedback systems</li><li>Consequences of performance and reward systems</li><li>Benchmark data and measures of success</li></ul> <p>Unit 8: Global Leadership Skills</p> <ul style="list-style-type: none"><li>Development of global leadership competencies</li><li>Economic climates and their impact on talent management</li><li>Reputation and legitimacy in talent management</li></ul> <p>Unit 9: Talent Management Strategy Implementation</p> <ul style="list-style-type: none"><li>Tracking impact on business strategy</li><li>Role of HR in talent management</li><li>External credibility and stakeholder engagement</li></ul> <p>Unit 10: Evaluation and Continuous Improvement</p> <ul style="list-style-type: none"><li>Barriers to assessment and effectiveness measures</li><li>Economic value added and competency skills</li><li>Continuous improvement in talent and reward management</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol>
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		<p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a case study to be analysed in 1500 words to be submitted 1 week after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>



	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Armstrong, M. (2020). <i>Armstrong's Handbook of Reward Management Practice: Improving Performance Through Reward</i>. Kogan Page.</li><li>2. Scullion, H., &amp; Collings, D. G. (2017). <i>Global Talent Management</i>. Routledge.</li></ol> <p>Supplementary Reading List</p> <ol style="list-style-type: none"><li>1. Boudreau, J. W., &amp; Cascio, W. F. (2018). <i>The Global Challenge: Frameworks for International Human Resource Management</i>. Sage.</li><li>2. Collings, D. G., Mellahi, K., &amp; Cascio, W. F. (2018). <i>The Oxford Handbook of Talent Management</i>. Oxford University Press.</li><li>3. Goldsmith, M., &amp; Carter, L. (2018). <i>Best Practices in Talent Management: How the World's Leading Corporations Manage, Develop, and Retain Top Talent</i>. Wiley.</li><li>4. Rees, G., &amp; Smith, P. E. (2021). <i>Strategic Human Resource Management: An International Perspective</i>. Sage.</li><li>5. Tarique, I., Briscoe, D. R., &amp; Schuler, R. S. (2022). <i>International Human Resource Management: Policies and Practices for Multinational Enterprises</i>. Routledge.</li></ol> <p>Recommended Journals:</p> <ol style="list-style-type: none"><li>1. International Journal of Human Resource Management</li><li>2. Journal of World Business</li><li>3. Human Resource Management Journal</li><li>4. The International Journal of Management Reviews</li><li>5. Journal of Global Mobility</li><li>6. European Journal of International Management</li></ol>



	<p>7. Journal of Business Research 8. Asia Pacific Journal of Human Resources 9. International Journal of Human Resource Studies 10. Compensation &amp; Benefits Review</p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGHR7204: Managing Employment Relations and Employment Law

Module D : [MGSM7204]		
1	Title of Module/Title	Managing Employment Relations and Employment Law
2	Module/Unit Description	This course aims to enhance learners' comprehension of the fundamental principles governing the management of employment relations. Students will explore the intricacies of employee relations and employment law, emphasizing their purpose and application. A particular focus will be placed on the legislation surrounding recruitment and selection, as well as the employment protections available across various organizational contexts. This unit will equip learners with the knowledge to navigate and apply legal



		frameworks effectively, ensuring compliance and fostering positive workplace relations.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. interpret and apply employment laws effectively, ensuring organizational compliance across different contexts.</li><li>2. foster positive employee relations and resolve workplace conflicts to enhance organizational harmony.</li><li>3. understand recruitment and selection legislation, enabling informed decision-making in hiring processes.</li><li>4. evaluate and implement employment protection measures suited to diverse organizational structures.</li><li>5. identify legal risks and develop strategies to mitigate potential legal challenges in employment practices.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: comprehend fundamental principles of employment law within a specific jurisdiction, considering both national and international perspectives..</p> <p>A2: examine and evaluate recruitment and selection legislation applicable in a given region, with a focus on legal compliance and ethical considerations.</p> <p>A3: critically analyze employment protection measures for various workforce types.</p> <p>A4: evaluate employment relations processes, functions, and procedures at the organizational level.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: apply Legal Knowledge and implement employment law in organizational contexts.</p> <p>B2: critically analyze compliance, assess recruitment and selection processes for legal adherence.</p> <p>B3: develop and implement HR Strategies and Design strategies that incorporate employment protection measures.</p> <p>B4: critically evaluate and resolve Disputes and analyze and resolve workplace conflicts using legal frameworks.</p>



	<p>B5: apply ethical reasoning and legal analysis in handling complex employment law scenarios, including dismissals, discrimination, and workplace rights.</p>
<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- Analyse complex legal scenarios and propose solutions.</p> <p>C2 - Articulate legal concepts clearly to diverse audiences.</p> <p>C3 - Navigate and address employment-related challenges effectively.</p> <p>C4 - Work with legal and HR teams to enhance organizational practices.</p> <p>C5 - Apply analytical and problem-solving skills to real-world HR scenarios, utilizing evidence-based approaches to make informed decisions and drive improvements in global resourcing, talent management, and reward systems.</p>	
<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• utilize digital legal research tools to access and interpret employment law databases.</li><li>• leverage HR software solutions for compliance monitoring, policy implementation, and case management.</li><li>• conduct data-driven analysis on employment trends and legal compliance issues.</li><li>• create professional online presentations to communicate legal and HR policies effectively.</li><li>• use video conferencing tools (e.g., Zoom, Teams) for online dispute resolution and HR mediation.</li><li>• manage and submit legal documents digitally, ensuring security and accuracy.</li><li>• use plagiarism detection and citation management software for legal research and academic writing.</li><li>• engage in online peer-to-peer collaboration, participating in legal case studies and employment law simulations.</li><li>• organize and participate in virtual HR legal training and employment law workshops.</li></ul>	



4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<table><tr><td><input type="checkbox"/> 100% Face to Face</td></tr><tr><td><input checked="" type="checkbox"/> 100% Online</td></tr><tr><td><input type="checkbox"/> Blended Learning Point D9 is required to be filled in.</td></tr><tr><td><input type="checkbox"/> Work Based Learning</td></tr></table>	<input type="checkbox"/> 100% Face to Face	<input checked="" type="checkbox"/> 100% Online	<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.	<input type="checkbox"/> Work Based Learning				
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<input checked="" type="checkbox"/> 100% Online										
<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.										
<input type="checkbox"/> Work Based Learning										
9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>								
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p>								



	<ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol>
	<p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Employment Law</b></p> <ul style="list-style-type: none"><li>• Core principles of employment law</li><li>• Common law origins and implications</li><li>• Legislative framework: Domestic, regional, and international</li></ul> <p><b>Unit 2: Employment Rights and Responsibilities</b></p> <ul style="list-style-type: none"><li>• Rights and responsibilities in employment</li><li>• Regulatory and legal rights: Payment, data protection, contracts</li><li>• Key acts: Data Protection Act, Employment Rights Act</li></ul> <p><b>Unit 3: Equality and Diversity in the Workplace</b></p> <ul style="list-style-type: none"><li>• Concepts of equality and diversity</li><li>• Types of discrimination: Direct, indirect, by association</li><li>• Mechanisms for establishing fair contracts</li></ul> <p><b>Unit 4: Health, Safety, and Employment Legislation</b></p> <ul style="list-style-type: none"><li>• Health and safety regulations</li><li>• Employment legislation: Working time, leave policies</li><li>• Key acts: Work and Families Act, Disability Discrimination Act</li></ul> <p><b>Unit 5: Contract Law Fundamentals</b></p> <ul style="list-style-type: none"><li>• Basic principles of contract law</li><li>• Types of employment contracts</li><li>• Definition and rights of employees</li></ul> <p><b>Unit 6: Employment Disputes and Resolution</b></p> <ul style="list-style-type: none"><li>• Arbitration and trade unions</li><li>• Tribunal systems and employment protection</li></ul>



	<ul style="list-style-type: none"><li>Dismissal and redundancy procedures</li></ul> <p><b>Unit 7: Theories of Employment Relations</b></p> <ul style="list-style-type: none"><li>Key theories and models</li><li>Stakeholder roles in employment relationships</li><li>Impact of local, national, and global contexts</li></ul> <p><b>Unit 8: Organisational Employment Relations Policies</b></p> <ul style="list-style-type: none"><li>Policies for employee engagement and diversity</li><li>Communication and bargaining processes</li><li>Conflict resolution and change management</li></ul> <p><b>Unit 9: Integration of Employment Relations Processes</b></p> <ul style="list-style-type: none"><li>Impact on organisational outcomes</li><li>Policy and practice alignment</li><li>Case studies and best practices</li></ul> <p><b>Unit 10: Future Trends in Employment Relations</b></p> <ul style="list-style-type: none"><li>Emerging issues in employment law</li><li>Technological impacts on employment relations</li><li>Preparing for changes in the employment landscape</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>Student Success Manager: is the first point of contact for every student for any query.</li><li>If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li></ol>
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		2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a case study to be analysed in 1500 words to be submitted 2 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA



13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Kougiannou, N., &amp; Benamraoui, A. (2020). Managing Employee Relations. Routledge.</li><li>2. Bowers, J., &amp; Honeyball, S. (2021). Textbook on Employment Law. Oxford University Press.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Armstrong, M. (2020). Armstrong's Handbook of Human Resource Management Practice. Kogan Page.</li><li>2. Collins, H. (2019). Employment Law. Oxford University Press.</li><li>3. Deakin, S., &amp; Morris, G. S. (2018). Labour Law. Hart Publishing.</li><li>4. Sargeant, M. (2018). Employment Law. Pearson.</li><li>5. Walsh, J. (2021). Employment Law for Human Resource Practice. Cengage Learning.</li></ol> <p>Recommended Journals:</p> <ol style="list-style-type: none"><li>1. Industrial Relations Research Journal</li><li>2. Journal of Employment Relations</li><li>3. Industrial Relations Journal</li><li>4. Employee Relations</li><li>5. Labour &amp; Industry: A Journal of the Social and Economic Relations of Work</li></ol> <p>Final Note</p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGHR7205: Strategic Human Resource Learning & Development

Module D : [MGSM7205]		
1	<b>Title of Module/Title</b>	<b>Strategic Human Resource Learning &amp; Development</b>
2	<b>Module/Unit Description</b>	<p>People make up organisations- their knowledge, skills, values and behaviours. Organizations must encourage the growth of all of these as part of their HRD strategy in order to survive and thrive. Human Resource Learning &amp; Development (L&amp;D) is a vital activity that consistently helps in the growth and advancement of individuals in organisations while also increasing the effectiveness of those organisations. Human Resource Development along with employee training looks into the practices and functions that impact the organisational as well as the individual learning. The purpose of this course is to explain and illustrate how human resource development contributes to not just an individual's but also organization's success and develop the basic skills to determine learning and training needs and to design and deliver learning programmes. Some of the topics covered in this course are- employee coaching and performance, competency framework of L&amp;D management, career planning and management and intellectual capital.</p> <p>The human resources development can be compared to a coach treating his athletic team. While a coach may recruit players who possess certain knowledge, abilities and skills, the aim is to hone those abilities and improve athletes in the long run. On similar lines, aim of this course is to expose the learners to a required level of coaching to reinforce on the concepts, frameworks and theories that underpin human resource development.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. discuss the importance of learning and development in the workplace.</li><li>2. evaluate the advantages and disadvantages of developing human resources</li><li>3. identify challenges in labour relations as well as international policies and procedures</li></ol>



		<ol style="list-style-type: none"><li>4. assess the learning process which begins with a training needs analysis and ends with a process of assessment and evaluation.</li><li>5. examine the challenges that come in developing the human resources</li><li>6. identify the effects of an organisation's human resource policies on employee growth and development</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: demonstrate a comprehensive understanding of key theories and models related to employee training and development, including adult learning theories, instructional design models, and performance improvement frameworks.</p> <p>A2 critically analyse the strategic role of human resource development within organizations, including how training and development align with overall business objectives and contribute to competitive advantage.</p> <p>A3 design, implementing, and evaluating effective training programs, including needs assessment, curriculum development, and the use of various training methodologies.</p> <p>A4 critically evaluates the principles and practices of talent management and succession planning, including identifying high-potential employees, creating development plans, and ensuring leadership continuity.</p> <p>A5 critique the effectiveness of training initiatives through various metrics and assessment tools, including return on investment (ROI), employee performance improvements, and organizational impact</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: develop the skills to design, deliver, and facilitate engaging and effective training sessions using a variety of instructional methods and technologies</p> <p>B2: master the ability to conduct comprehensive needs assessments to identify skill gaps and training requirements within an organization with use of data backed methods.</p> <p>B3: create and implement performance improvement plans that address individual and organizational development needs.</p>



	<p>B4: develop and execute talent development strategies, including career development programs, mentorship initiatives, and leadership training.</p> <p>B5: implement qualitative and quantitative methods to evaluate the impact and effectiveness of HR development programs.</p>
<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- enhance leadership abilities and teamwork skills, essential for coordinating training initiatives and leading development projects.</p> <p>C2 - develop project management competencies, including planning, execution, and evaluation of training and development programs.</p> <p>C3 - improve communication skills for effectively conveying training content, providing feedback, and engaging with stakeholders at all levels.</p> <p>C4 - strengthen analytical and critical thinking skills to assess training needs, interpret data, and make informed decisions regarding HR development strategies.</p> <p>C5 - cultivate the ability to adapt to changing organizational needs and innovate in the design and delivery of training programs, ensuring they remain relevant and impactful.</p>	
<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• utilize digital legal research tools to access and interpret employment law databases.</li><li>• leverage HR software solutions for compliance monitoring, policy implementation, and case management.</li><li>• conduct data-driven analysis on employment trends and legal compliance issues.</li><li>• create professional online presentations to communicate legal and HR policies effectively.</li><li>• use video conferencing tools (e.g., Zoom, Teams) for online dispute resolution and HR mediation.</li><li>• manage and submit legal documents digitally, ensuring security and accuracy.</li></ul>	



		<ul style="list-style-type: none"><li>use plagiarism detection and citation management software for legal research and academic writing.</li><li>engage in online peer-to-peer collaboration, participating in legal case studies and employment law simulations.</li><li>organize and participate in virtual HR legal training and employment law workshops.</li><li>Independent organisation of student InterVision meetings based on various online platforms</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table border="1"><tr><td>%</td></tr></table>	%							
%										



		Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 0 auto; text-align: center;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ul style="list-style-type: none"><li>• Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>• Notes of the faculty lecture</li><li>• Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>• Unit-wise assessment which is multiple choice questions.</li><li>• Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>• Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ul> <p><b>Curriculum</b></p> <p><b>Unit 1: The theoretical Foundations of HRD</b></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• Evolution of HRD</li><li>• Relationship between HRM and HRD</li><li>• Human Resource Development Functions</li><li>• Role and Competencies of HRD Professionals</li><li>• Challenges to Organization and HRD professionals</li><li>• Employee Behaviour</li><li>• Motivation as an Internal Influencer for HRD</li></ul> <p><b>Unit 2: Framework of HRD</b></p> <ul style="list-style-type: none"><li>• Introduction</li><li>• HRD Processes</li><li>• Assessing HRD Needs</li><li>• HRD Model</li><li>• Competency framework of HRD</li><li>• HRD Interventions</li><li>• Designing Effective HRD Program</li></ul>



	<p>Unit 3: The Role of Learning in Organisations</p> <ul style="list-style-type: none"><li>● Introduction</li><li>● Theories of Learning</li><li>● Experiential Learning</li><li>● Contextual Factors Influencing Informal Learning in a Workplace</li><li>● How Groups Learn: The Role of Communication Patterns</li><li>● Adult Learning</li><li>● Organizational Learning vs learning organizations</li></ul> <p>Unit 4: Performance Management and Human Resource Development</p> <ul style="list-style-type: none"><li>● Introduction</li><li>● What is performance management?</li><li>● The effectiveness of performance management</li><li>● Performance appraisal</li></ul> <p>Unit 5: Training Needs Assessment</p> <ul style="list-style-type: none"><li>● Introduction</li><li>● Factors that lead to the training needs assessment</li><li>● The Needs Assessment Process</li><li>● Training Methods and Techniques</li><li>● Implementation of Training Programs</li></ul> <p>Unit 6: Evaluating HRD programs</p> <ul style="list-style-type: none"><li>● Introduction</li><li>● Models and Framework of Evaluation</li><li>● KIRKPATRICK'S Evaluation Framework</li><li>● Assessing the Impact of HRD Programs</li><li>● Human Resource Development Applications</li><li>● Fundamental Concepts of Socialization</li><li>● Realistic Job Review</li></ul> <p>Unit 7: Career Management and Development</p> <ul style="list-style-type: none"><li>● Introduction</li><li>● Concept of Career Planning</li><li>● Concept of Career Management</li><li>● Models of Career Development</li><li>● The HRD and Career Development Professionals' Responsibility</li><li>● Career Development Practices and Activities</li><li>● Developmental Programs</li><li>● Understand Career Plateau</li></ul> <p>Unit 8: Employee Wellness and Health Program</p> <ul style="list-style-type: none"><li>● Introduction</li><li>● Employee Counseling as an HRD Activity</li></ul>
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	<ul style="list-style-type: none"><li>• The Link Between Employee Counseling and Coaching</li><li>• Employee Counselling Program</li><li>• Mentoring</li><li>• Employee Assistance Programs</li><li>• Mental Health</li><li>• Stress Management</li><li>• Levels of Wellness Program</li></ul> <p>Unit 9: WorkForce Reduction, Realignment and Retention</p> <ul style="list-style-type: none"><li>• Introduction</li><li>• The effects of Mergers and Acquisitions</li><li>• Managing Survivors of Downsizing</li><li>• Retention of Human Resources</li><li>• Organizational Strategies, Opportunities, and Management</li><li>• Benchmarking Analysis</li><li>• Diversity of Workforce</li><li>• Human resource development programs for culturally diversified employees</li></ul> <p>Unit 10: The future of HRD and HRD Ethics</p> <ul style="list-style-type: none"><li>• Introduction</li><li>• Intellectual capital</li><li>• Research, practice and education of HRD for innovation and talent development and management</li><li>• Role of HRD in developing ethical attitude and behavior and development</li><li>• Impact of Globalization on HRD</li><li>• Expatriate and Repatriate Support and Development</li><li>• Global Assignment Management</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ul style="list-style-type: none"><li>• Student Success Manager: is the first point of contact for every student for any query.</li><li>• If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>• If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>• If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li></ul>
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		<ul style="list-style-type: none"><li>• In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>• All interactions take place via e-campus to maintain an adequate record of information.</li></ul> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ul style="list-style-type: none"><li>• Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>• The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ul>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a case study to be analysed in 1500 words to be submitted 3 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner</p>



		has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Gold, J., Holden, R., Illes, P., Stewart, J., and Beardwell, J. (2021) <i>Human Resource Development: Theory and Practice</i>. 3rd edn. London: Palgrave Macmillan.</li><li>2. Noe, R.A. (2020) <i>Employee Training and Development</i>. 8th edn. New York: McGraw-Hill Education.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Armstrong, M. and Taylor, S. (2020) <i>Armstrong's Handbook of Human Resource Management Practice</i>. 15th edn. London: Kogan Page.</li><li>2. Garavan, T.N., O'Brien, F., and Watson, S. (2020) <i>Strategic Human Resource Development: An Evidence-Based Approach</i>. London: Routledge.</li><li>3. Swanson, R.A. and Holton, E.F. (2021) <i>Foundations of Human Resource Development</i>. 3rd edn. San Francisco: Berrett-Koehler Publishers.</li><li>4. Werner, J.M. and DeSimone, R.L. (2022) <i>Human Resource Development</i>. 8th edn. Boston: Cengage Learning.</li><li>5. Tharenou, P., Saks, A.M., and Moore, C. (2021) <i>Learning and Development in Organizations: An Evidence-Based Approach</i>. London: Routledge.</li><li>6. Gubbins, C. and Garavan, T.N. (eds.) (2022) <i>Advances in Human Resource Development and Training: New Perspectives and Approaches</i>. London: Routledge.</li></ol> <p>Recommended Journals:</p>



	<p>1. Human Resource Development Quarterly 2. Journal of Workplace Learning 3. International Journal of Training and Development 4. Human Resource Management Review 5. Journal of Human Resource Management</p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGES7301 Fundamentals of Sustainability

Module D : [MGES7301]		
1	Title of Module/Title	Fundamentals of Sustainability
2	Module/Unit Description	The Fundamentals of Sustainability course is designed to equip MBA students with a comprehensive understanding of sustainability principles and their applications in various contexts. In today's era, human activities significantly impact natural ecosystems and wildlife, which are essential for our economic, social, psychological, and spiritual well-being.



		<p>This course provides a robust foundation for studying sustainability by addressing several core themes. Students will critically examine the interplay between sustainability, resilience, business growth, and social responsibility. They will explore the urgent need to address environmental challenges and understand how these challenges are deeply interconnected with social issues. The course emphasizes the importance of international cooperation and reviews key global development initiatives aimed at promoting sustainability.</p> <p>Additionally, students will investigate various ethical perspectives related to sustainability and learn how these perspectives can inform and guide the behavior of individuals and organizations in their daily practices. Through this course, students will develop a nuanced understanding of how sustainable practices can be integrated into business strategies and societal frameworks to foster long-term growth and responsibility.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. compare sustainability principles, including their economic, social, and environmental dimensions, and how these principles relate to organizational growth and social responsibility.</li><li>2. critically analyse the intricate relationships between environmental and social challenges, recognizing their interdependencies and the urgency of addressing these issues.</li><li>3. integrate sustainability principles into business strategies, enhancing organizational resilience and growth while addressing social and environmental responsibilities.</li><li>4. categorize the significance of global cooperation and key international initiatives and be able to reconstruct this knowledge to support and drive sustainable practices on an international scale.</li><li>5. apply various ethical perspectives to guide decision-making and behaviour in both individual and organizational contexts, ensuring that actions align with sustainability goals and contribute to overall societal well-being.</li></ol>



3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: summarize the fundamental concepts of sustainability and their significance in relation to economic growth and development.</p> <p>A2: reconstruct an action plan post critical analysis of the pressing nature of sustainability challenges, with a particular emphasis on climate change and biodiversity loss.</p> <p>A3: comprehend the contributions of private enterprises and innovation in advancing the transition towards sustainable practices and solutions.</p> <p>A4: reconstruct international agreements and treaties aimed at addressing sustainability and climate change on a global scale.</p> <p>A5: employ the principles of business ethics to apply in discussions and decisions related to climate change and sustainability.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: design and implement strategies that incorporate sustainability principles into business operations and decision-making processes.</p> <p>B2: assess the environmental and social impacts of business activities and identify opportunities for improvement in sustainability performance.</p> <p>B3: leverage innovation to create solutions that address sustainability challenges and contribute to sustainable development goals.</p> <p>B4: articulate sustainability issues and solutions clearly and persuasively to diverse stakeholders, including employees, customers, and policymakers.</p> <p>B5: apply business ethics frameworks to real-world scenarios involving sustainability, ensuring that decisions align with ethical and sustainability standards.</p>



	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- apply problem-solving techniques and critical thinking to tackle complex sustainability issues and propose effective solutions.</p> <p>C2 - manage sustainability projects from inception through execution, including planning, resource allocation, and performance monitoring.</p> <p>C3 - understand and navigate global sustainability challenges, international regulations, and cultural differences in a business context.</p> <p>C4 - work collaboratively with diverse teams and stakeholders to achieve common sustainability goals and drive collective action.</p> <p>C5 - lead sustainability initiatives within organizations and advocate for sustainable practices and policies in various professional settings.</p> <p>C6 - Apply analytical and problem-solving skills to real-world HR scenarios, utilizing evidence-based approaches to make informed decisions and drive improvements in global resourcing, talent management, and reward systems.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• utilize different learning platforms effectively for research, collaboration, and knowledge-sharing in sustainability topics.</li><li>• use the Office package or comparable office software to create sustainability reports, data visualizations, and documentation.</li><li>• design and deliver online presentations incorporating sustainability data, trends, and multimedia elements.</li><li>• conduct independent online research using credible sources to analyze global sustainability issues and policies.</li><li>• leverage various video conferencing systems (e.g., Zoom, Microsoft Teams) for virtual sustainability discussions and collaborations.</li></ul>



		<ul style="list-style-type: none"><li>• scan, print, and upload documents related to sustainability policies, frameworks, and case studies for digital archiving.</li><li>• work with e-book readers to access sustainability literature, reports, and academic resources efficiently.</li><li>• use plagiarism detection software to ensure academic integrity in sustainability-related research and publications.</li><li>• engage in online peer-to-peer collaboration for sustainability projects, discussions, and knowledge exchange.</li><li>• communicate via digital platforms (WhatsApp, Skype, Teams, etc.) to coordinate sustainability initiatives and discussions.</li><li>• independently organize and participate in virtual sustainability-focused student intervention meetings on various online platforms.</li><li>• utilize citation management software (e.g., Zotero, EndNote) for proper referencing of sustainability studies and reports.</li><li>• analyze sustainability data using digital tools (e.g., Excel, Power BI, Google Sheets) to track environmental and social impact metrics.</li><li>• use Geographic Information Systems (GIS) and mapping tools for environmental analysis and sustainability planning.</li><li>• apply digital carbon footprint calculators to assess and improve personal and organizational sustainability practices.</li><li>• engage with sustainability-focused online communities and MOOCs to stay updated on emerging global trends and best practices.</li></ul>						
4	<b>MQF Level pegged for this module/unit</b>	7						
5	<b>Total Number of ECTS for this module/unit</b>	6						
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30
Total Contact Hours	30							
Self – Study Hours	60							
Assessment Hours	30							



		Supervised Placement and Practice Hours <div style="border: 1px solid black; padding: 2px; display: inline-block;">30</div>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online. <div style="border: 1px solid black; padding: 2px; display: inline-block;">%</div> Contact Hours delivered Face to Face <div style="border: 1px solid black; padding: 2px; display: inline-block;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p>



	<p><b>Unit 1: Introduction to Sustainability and Corporate Social Responsibility (CSR)</b></p> <ul style="list-style-type: none"><li>● Overview of CSR: Definition, purpose, and its role in promoting social accountability.</li><li>● Sustainability vs. CSR: Key differences, limitations of CSR, and the concept of greenwashing.</li><li>● Sustainable Consumption: Understanding Earth Overshoot Days and unsustainable practices.</li><li>● Triple Bottom Line: Environmental, social, and economic dimensions of sustainability.</li></ul> <p><b>Unit 2: Systems Thinking and Resilience</b></p> <ul style="list-style-type: none"><li>● Systems Thinking: Introduction to systems thinking and its relevance to sustainability.</li><li>● Resilience of the Planet: Understanding the concept of resilience in ecological contexts.</li><li>● Tragedy of the Commons: Analysis of resource depletion and collective action problems.</li></ul> <p><b>Unit 3: Planetary Boundaries</b></p> <ul style="list-style-type: none"><li>● Nine Planetary Boundaries: Detailed exploration of climate change, biodiversity loss, ozone depletion, ocean acidification, biochemical flows, land-system change, freshwater use, atmospheric aerosol loading, and novel entities.</li><li>● Valuing Nature: Ecosystem services and approaches to valuing natural resources.</li><li>● Dynamic Resilience: Understanding and assessing resilience in natural systems.</li></ul> <p><b>Unit 4: Major Environmental Threats</b></p> <ul style="list-style-type: none"><li>● The “Burning Platform”: Key environmental threats such as waste, climate change, biodiversity loss, population growth, child labor, and social inequality.</li><li>● Transformation of the Natural World: Examining the impact of these threats on global ecosystems.</li></ul> <p><b>Unit 5: Climate Change</b></p> <ul style="list-style-type: none"><li>● Climate Science Overview: Insights from the IPCC technical reports.</li><li>● Global Warming: Understanding the causes, consequences, and implications of global warming.</li><li>● Mitigation and Adaptation: Strategies for addressing climate change.</li></ul> <p><b>Unit 6: Delivering Social Progress Within Planetary Boundaries</b></p> <ul style="list-style-type: none"><li>● Doughnut Economics: Introduction to the concept and its application in achieving social progress while respecting planetary limits.</li></ul>
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	<ul style="list-style-type: none"><li>Triple Bottom Line Revisited: Integrating environmental, social, and economic considerations into business practices.</li></ul> <p><b>Unit 7: Sustainability Issues and Risks</b></p> <ul style="list-style-type: none"><li>Key Sustainability Issues: Plastic pollution, water shortage, biodiversity loss, climate change, and air pollution.</li><li>Risks and Opportunities: Analyzing how these issues present both risks and opportunities for businesses.</li><li>Sustainability Maturity: Assessing the maturity of sustainability practices within organizations.</li></ul> <p><b>Unit 8: Environmental Impact of Key Industries</b></p> <ul style="list-style-type: none"><li>Industry Analysis: Examination of environmental degradation in oil &amp; gas, energy &amp; heat, agriculture, transport, built environment, and banking &amp; finance.</li><li>Industry Responses: Evaluation of how these industries address (or fail to address) their environmental impacts.</li></ul> <p><b>Unit 9: Externalities and Reporting</b></p> <ul style="list-style-type: none"><li>Understanding Externalities: Definition and implications of externalities in sustainability.</li><li>Internalizing Externalities: Strategies for incorporating externalities into organizational financial planning.</li><li>Mandatory Reporting: Overview of mandatory non-financial reporting and disclosure requirements.</li></ul> <p><b>Unit 10: International Agreements and Frameworks</b></p> <ul style="list-style-type: none"><li>Key International Agreements: Overview of the Rio Declaration, UNFCCC, Paris Accord, Kunming-Montreal Global Biodiversity Framework, and UN Sustainable Development Goals (Agenda 2030).</li><li>Implications for Global Sustainability: Understanding the role and impact of these agreements on global sustainability efforts.</li></ul> <p><b>Unit 11: Introduction to Business Ethics</b></p> <ul style="list-style-type: none"><li>Business Ethics Fundamentals: Key elements and areas of application (individual, employee, board, customer, supplier, community, environment).</li><li>Ethical Theories: Utilitarianism, Kantism, Libertinism, Expectancy Theory, Equity Theory.</li><li>Cultural Impact: Influence of culture on ethical behavior and reputational risk.</li><li>Ethical Codes and Conduct: Importance of ethical codes and codes of conduct in guiding organizational behavior.</li></ul>
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		<p><b>Unit 12: Integrating Sustainability into Business Strategy</b></p> <ul style="list-style-type: none"><li>• Strategic Integration: How to embed sustainability into business strategy and operations.</li><li>• Case Studies: Analysis of successful and unsuccessful sustainability strategies.</li><li>• Future Trends: Emerging trends and innovations in sustainability and their implications for businesses.</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment</p>



		<p>is a project report on a Sustainability Strategy for a Chosen Organization in 2500 words to be submitted 2 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Spangenberg, J.H. (2021). <i>Sustainability: A Comprehensive Approach</i>. Routledge.</li><li>2. Geissdoerfer, M., Savaget, P., Bocken, N.M.P., Hultink, E.J., &amp; Jan, G.M. (2020). The Circular Economy – A new sustainability paradigm? <i>Journal of Cleaner Production</i>. [DOI: 10.1016/j.jclepro.2020.120495]</li><li>3. Gereffi, G., &amp; Lee, J. (2020). Economic Globalization and Sustainability: From Global Value Chains to Sustainability and Global Supply Chains. <i>Global Policy</i>, 11(2), 122-137.</li></ol>



4. Bocken, N.M.P., Short, S.W., Rana, P., & Evans, S. (2021). A literature and practice review to develop sustainable business model archetypes. *Journal of Cleaner Production*, 275, 123- 141.
5. Lyon, T.P., & Maxwell, J.W. (2021). Business and Sustainability: What have we learned and what remains to be done. *Academy of Management Perspectives*, 35(1), 39-57.
6. Schroeder, P., Anggraeni, K., & Beckmann, M. (2020). The Circular Economy: A new sustainability paradigm? *Journal of Cleaner Production*, 124, 145-148.

#### Supplementary Readings:

1. O'Brien, K., & Selboe, E. (2021). The Role of Social Movements in Achieving Climate and Environmental Goals. *Sustainability Science*, 16(2), 265-278.
2. Patel, D., & Anand, S. (2020). *Sustainability Transitions in Developing Economies*. Springer.
3. Ekins, P., & Strong, M. (2020). *Sustainability at the Crossroads: Sustainable Development in a Changing World*. Oxford University Press.
4. O'Brien, K., & Selboe, E. (2021). The Role of Social Movements in Achieving Climate and Environmental Goals. *Sustainability Science*, 16(2), 265-278.
5. Patel, D., & Anand, S. (2020). *Sustainability Transitions in Developing Economies*. Springer.
6. Ekins, P., & Strong, M. (2020). *Sustainability at the Crossroads: Sustainable Development in a Changing World*. Oxford University Press.

#### Recommended Journals:

1. *Journal of Cleaner Production*
2. *Sustainability*
3. *Business Strategy and the Environment*
4. *Environmental Science & Policy*
5. *Ecological Economics*

#### Final Note

The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.

At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and



		<p>encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGES7302 Environmental Science and Energy Transition

Module D : [MGES7302]		
1	Title of Module/Title	Environmental Science and Energy Transition
2	<b>Module/Unit Description</b>	<p>This course is designed to provide Masters' students with an in-depth understanding of the fundamental principles underlying energy systems and the ongoing transition from traditional fossil fuels to alternative energy sources. It encompasses a comprehensive examination of both renewable and non-renewable energy technologies, with a particular emphasis on the development and application of sustainable technologies such as solar and wind energy.</p> <p>Students will engage in a detailed study of the physical mechanisms governing energy systems, including the critical aspects of energy storage solutions and grid management. The course will also address the intricate challenges associated with reducing carbon emissions through various energy pathways.</p> <p>Additionally, students will analyze and evaluate national and international policies aimed at fostering energy transition and sustainability. This exploration will involve reviewing diverse strategies and frameworks designed to mitigate climate change impacts and advance global energy sustainability goals. Through this course, students will gain the knowledge and analytical skills necessary to navigate</p>



		and contribute to the evolving field of environmental science and energy management.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. critically evaluate and implement principles underpinning energy systems, including the functioning of both traditional and alternative energy sources.</li><li>2. manage renewable energy technologies, particularly solar and wind energy, and understand their role in transitioning away from fossil fuels.</li><li>3. guide implementation of energy storage solutions and grid management strategies essential for integrating renewable energy sources into existing infrastructure.</li><li>4. critically analyze and assess national and international policies aimed at reducing carbon emissions and promoting sustainable energy practices.</li><li>5. design and implement strategies for minimizing carbon emissions and advancing energy sustainability, addressing both technical and policy-related challenges.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: identify and select the physical principles governing the energy-related carbon cycle and its consequential effects on global temperature regulation.</p> <p>A2: compare the fundamental principles involved in harvesting renewable energy sources, such as solar and wind, and evaluate the recent technological advancements and market trends in this sector.</p> <p>A3: select alternatives post evaluating the underlying physical principles of non-renewable energy sources, including their political implications and recent technological and market developments affecting these alternatives.</p> <p>A4: recall the critical role of energy storage solutions and grid management in supporting the integration and efficiency of alternative energy sources.</p>



		A5: conduct a comprehensive analysis of the complexities of the energy transformation trilemma and the importance of crafting effective national policies and fostering international cooperation to address energy transition challenges.
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>B1: critically analyze and evaluate different energy systems, including their efficiencies, sustainability, and environmental impacts.</p> <p>B2: formulate, assess, and recommend policies that promote sustainable energy practices at both national and international levels.</p> <p>B3: design strategic plans for transitioning from fossil fuels to alternative energy sources, incorporating technological, economic, and regulatory considerations.</p> <p>B4: evaluate and compare renewable and non-renewable energy technologies, understanding their market potential and practical applications.</p> <p>B5: interpret data related to energy production, consumption, and storage, and using this information to make informed decisions in energy management.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- enhance their critical thinking and problem-solving skills applicable to a wide range of business and environmental challenges.</p> <p>C2 - communicate complex technical information and policy recommendations clearly and effectively to diverse audiences, including stakeholders and policymakers.</p> <p>C3 - strengthen leadership capabilities and team collaboration skills</p> <p>C4 - develop project management skills, including planning, execution, monitoring, and evaluation of projects related to energy and sustainability.</p> <p>C5 - foster a strong sense of ethical responsibility and sustainability-minded decision-making applicable in various professional contexts.</p>	



		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Use various learning platforms for academic research, collaboration, and coursework.</li><li>• Proficiently use the Office suite or comparable software for data analysis, report writing, and presentation creation.</li><li>• Create and deliver online presentations, effectively using digital tools for communication.</li><li>• Conduct independent online research using academic databases and resources to inform decision-making.</li><li>• Utilize video conferencing systems (e.g., Zoom, Teams) for remote collaboration and meetings.</li><li>• Scan, print, and upload documents online in compliance with academic protocols.</li><li>• Work with e-book readers for accessing and analyzing digital texts.</li><li>• Use plagiarism detection software to ensure academic integrity and original research.</li><li>• Collaborate with peers online through platforms like WhatsApp, Skype, Teams, etc.</li><li>• Independently organize and manage student InterVision meetings using online platforms, ensuring effective group learning.</li><li>• Use citation software to manage references and properly attribute sources in academic work.</li></ul>						
4	<b>MQF Level pegged for this module/unit</b>	7						
5	<b>Total Number of ECTS for this module/unit</b>	6						
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30
Total Contact Hours	30							
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		Supervised Placement and Practice Hours <div style="border: 1px solid black; padding: 2px; display: inline-block;">30</div>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online. <div style="border: 1px solid black; padding: 2px; display: inline-block;">%</div> Contact Hours delivered Face to Face <div style="border: 1px solid black; padding: 2px; display: inline-block;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p>



	<p>Unit 1: Introduction to Energy Systems</p> <ul style="list-style-type: none"><li>● Overview of physical principles of energy technologies</li><li>● The energy-related carbon cycle</li><li>● Introduction to the course structure and objectives</li></ul> <p>Unit 2: Historical Perspectives on Energy Use</p> <ul style="list-style-type: none"><li>● Historic overview of energy use</li><li>● Focus on indigenous energy sources and their modern re-introduction</li><li>● Brief history of coal and oil</li><li>● Appreciating old/indigenous technologies</li><li>● Evolution of energy systems and efficiency of renewables</li></ul> <p>Unit 3: Carbon Footprint and Life Cycle Assessment</p> <ul style="list-style-type: none"><li>● Introduction to carbon footprint: the three different scopes</li><li>● CO2-equivalent (CO2e, CO2eq)</li><li>● Carbon budget and outsourcing of carbon emissions</li><li>● Difference between carbon footprint and life cycle assessment</li></ul> <p>Unit 4: Climate Change Fundamentals</p> <ul style="list-style-type: none"><li>● Overview of climate science and warming projections</li><li>● Introduction to the Intergovernmental Panel on Climate Change (IPCC)</li><li>● Understanding IPCC reports, technical and policy insights</li><li>● Exercise: Reading and interpreting IPCC charts</li><li>● Transition from Holocene to Anthropocene</li></ul> <p>Unit 5: Renewable Energy Alternatives</p> <ul style="list-style-type: none"><li>● Detailed study of solar (PV, concentrated), wind (onshore, offshore), hydropower (including wave and tidal), and geothermal energy</li><li>● Physical principles, environmental impacts, and technological advancements</li><li>● Market development and government interventions</li><li>● Assessing the suitability of these technologies for different regions</li></ul> <p>Unit 6: Non-Renewable Energy Alternatives</p>
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	<ul style="list-style-type: none"><li>• Examination of biomass/biofuel, nuclear energy (including nuclear waste), hydrogen (green, blue, turquoise), and carbon capture and storage</li><li>• Developments in Norway, Saudi Arabia, and China</li><li>• Physical principles, environmental impacts, and technological advancements</li><li>• Market development and government interventions</li><li>• Political sensitivities: deforestation (biomass) and social license (nuclear)</li></ul> <p>Unit 7: Energy Storage and Grid Management</p> <ul style="list-style-type: none"><li>• Energy storage solutions for solar and wind energy</li><li>• Hydrogen economy and the role of hydropower as a virtual battery</li><li>• Other technological alternatives for energy storage</li><li>• Role of nuclear energy in grid balancing and energy security</li><li>• Environmental impact of lithium batteries and lifecycle analysis</li><li>• Exploring the circular economy for waste management</li><li>• Centralized vs. distributed grid systems</li></ul> <p>Unit 8: The Trilemma of Energy Transformation</p> <ul style="list-style-type: none"><li>• Understanding the balance between sustainability, affordability, and security</li><li>• Case studies and real-world examples</li></ul> <p>Unit 9: International Collaboration and Policy Frameworks</p> <ul style="list-style-type: none"><li>• Importance of international collaboration in energy transition</li><li>• Political impacts and challenges of transition networks</li><li>• Project Desertec: Analysis of failure</li><li>• European super grid and IPS/UPS in the CIS</li><li>• EU climate policy targets and National Renewable Energy Action Plans (UK NREAP)</li><li>• International policies promoting renewable energies (UNFCCC-INDC)</li></ul> <p>Unit 10: Capstone Project and Course Review</p> <p>Comprehensive review of course content Group presentations on proposed energy transition strategies for different regions Individual capstone projects focusing on specific aspects of energy transition</p>
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		<p>Final discussions and reflections on the future of energy systems and sustainability</p> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a capstone project in 2500 words to be submitted 4 weeks after the completion of the course.</p>



		<p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Boyle, G. (ed.) (2021) Renewable Energy: Power for a Sustainable Future. 4th edn. Oxford: Oxford University Press.</li><li>2. Everett, B., Boyle, G., and Hammond, G. (eds.) (2020) Energy Systems and Sustainability: Power for a Sustainable Future. 3rd edn. Oxford: Oxford University Press.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Letcher, T. (ed.) (2020) Future Energy: Improved, Sustainable and Clean Options for our Planet. 3rd edn. Amsterdam: Elsevier.</li></ol>



2. Yergin, D. (2020) *The New Map: Energy, Climate, and the Clash of Nations*. New York: Penguin Press.
3. Dell, R.M. and Rand, D.A.J. (2018) *Towards Sustainable Road Transport*. Amsterdam: Elsevier.
4. Franchetti, M.J. and Apul, D. (2020) *Carbon Footprint Analysis: Concepts, Methods, Implementation, and Case Studies*. 2nd edn. Boca Raton: CRC Press.
5. Mathey, E.A. and Smerdon, J. (2018) *Climate Change: The Science of Global Warming and Our Energy Future*. 2nd edn. New York: Columbia University Press.

**Recommended Journals:**

1. Energy Policy
2. Renewable and Sustainable Energy Reviews
3. Journal of Environmental Management
4. Environmental Science & Technology
5. Journal of Cleaner Production

**Final Note**

The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.

At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.

By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.



## MGES7303 Environmental Management in Organisations

Module D : [MGES7303]		
1	Title of Module/Title	Environmental Management in Organisations
2	<b>Module/Unit Description</b>	<p>In an era of heightened environmental awareness and regulatory scrutiny, companies are increasingly required to manage and report their impact on the natural environment. This MBA-level course, Environmental Management in Organisations, aims to equip students with the knowledge and skills necessary to navigate and excel in this critical area.</p> <p>The primary objective of this module is to provide students with a comprehensive understanding of environmental aspects and the processes involved in selecting, measuring, and reporting relevant environmental issues. Students will delve into the intricacies of identifying significant environmental aspects that impact organisational operations and will learn how to systematically measure these impacts using various metrics and methodologies.</p> <p>In addition to understanding the theoretical underpinnings, students will gain practical insights into existing environmental management standards such as ISO 14001, EMAS (Eco-Management and Audit Scheme), and other relevant frameworks. Through case studies and real-world examples, the course will illustrate the application of these standards in diverse organisational contexts, highlighting best practices and common challenges. A critical component of this module involves evaluating the pros and cons of implementing an Environmental Management System (EMS). Students will engage in in-depth discussions on the strategic, operational, and financial implications of adopting an EMS, considering factors such as compliance, risk management, stakeholder engagement, and competitive advantage. By the end of the course, students will be adept at assessing the feasibility and potential benefits of EMS implementation for different types of organisations.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:



		<ul style="list-style-type: none"><li>assess the environmental aspects relevant to their organisations and implement strategies to mitigate negative impacts, enhancing sustainability and compliance with environmental regulations.</li><li>integrate EMS into organisational operations, ensuring continuous improvement in environmental performance and achieving certification where applicable.</li><li>generate comprehensive environmental reports, adhering to reporting standards, and provide actionable insights to stakeholders on the organisation's environmental performance.</li><li>align environmental goals with overall business strategies, conducting cost-benefit analyses, and leading initiatives to enhance environmental sustainability within their organisations.</li><li>advocate for environmental sustainability, building consensus, and fostering a culture of environmental responsibility within and outside the organisation.</li></ul>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: critically analyze significant environmental impacts such as climate change, air and water pollution, and biodiversity loss, and discuss organisational motivations for managing these issues.</p> <p>A2: identify key environmental management standards and tools, assess their benefits and limitations, and compare their effectiveness and applicability in various organisational contexts.</p> <p>A3: develop and implement strategies for setting and achieving environmental performance objectives, utilizing financial metrics to evaluate the impact of improvement initiatives.</p> <p>A4: assess and identify techniques for accurate environmental data collection and analysis and communicate performance effectively through comprehensive reports that engage stakeholders.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p>



	<p>B1: identify and evaluate significant environmental impacts specific to organisational operations and regional contexts.</p> <p>B2: design, implement, and maintain Environmental Management Systems (EMS) according to standards like ISO 14001 and EMAS.</p> <p>B3: collect, process, and analyze environmental data using qualitative and quantitative methods to inform decision-making.</p> <p>B4: reconcile comprehensive environmental reports, adhering to reporting standards and effectively communicating performance to stakeholders.</p> <p>B5: develop and execute strategies for setting and achieving environmental performance objectives and targets, including conducting cost-benefit analyses.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- enhance project management skills through the planning, execution, and evaluation of environmental management initiatives.</p> <p>C2 - strengthen critical thinking and problem-solving abilities by assessing environmental risks and developing sustainable solutions.</p> <p>C3 - improve communication skills for engaging with diverse stakeholders, including policymakers, employees, and the community, on environmental issues. C4 - interpret complex data sets and make informed decisions that balance environmental, economic, and social considerations.</p> <p>C5 - lead environmental management projects and work effectively within interdisciplinary teams.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Use various learning platforms for academic research, collaboration, and coursework.</li><li>• Proficiently use the Office suite or comparable software for data analysis, report writing, and presentation creation.</li><li>• Create and deliver online presentations, effectively using digital tools for communication.</li><li>• Conduct independent online research using academic databases and resources to inform decision-making.</li></ul>



		<ul style="list-style-type: none"><li>Utilize video conferencing systems (e.g., Zoom, Teams) for remote collaboration and meetings.</li><li>Scan, print, and upload documents online in compliance with academic protocols.</li><li>Work with e-book readers for accessing and analyzing digital texts.</li><li>Use plagiarism detection software to ensure academic integrity and original research.</li><li>Collaborate with peers online through platforms like WhatsApp, Skype, Teams, etc.</li><li>Independently organize and manage student InterVision meetings using online platforms, ensuring effective group learning.</li><li>Use citation software to manage references and properly attribute sources in academic work.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
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Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<table><tr><td><input type="checkbox"/> 100% Face to Face</td></tr><tr><td><input checked="" type="checkbox"/> 100% Online</td></tr><tr><td><input type="checkbox"/> Blended Learning Point D9 is required to be filled in.</td></tr><tr><td><input type="checkbox"/> Work Based Learning</td></tr></table>	<input type="checkbox"/> 100% Face to Face	<input checked="" type="checkbox"/> 100% Online	<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.	<input type="checkbox"/> Work Based Learning				
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<input checked="" type="checkbox"/> 100% Online										
<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.										
<input type="checkbox"/> Work Based Learning										



9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px auto; display: flex; align-items: center; justify-content: center;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol>
		<p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Environmental Impact and Management</b></p> <ul style="list-style-type: none"><li>● Overview of environmental impact areas: climate change, air pollution, water pollution, solid waste, deforestation, and biodiversity loss.</li><li>● Region-specific impacts and concerns (e.g., flooding in the UK, droughts in Spain, air pollution in Asia).</li><li>● Importance of addressing these issues for organisations.</li></ul> <p><b>Unit 2: Environmental Drivers and Organizational Concerns</b></p> <ul style="list-style-type: none"><li>● Key environmental drivers influencing organisations.</li></ul>



	<ul style="list-style-type: none"><li>• Reasons for organisational concern about environmental issues.</li><li>• Perspectives from policymakers and stakeholders on environmental management.</li></ul> <p>Unit 3: Overview of Environmental Management Standards</p> <ul style="list-style-type: none"><li>• Introduction to key environmental management standards:</li><li>• ISO 14001:2015</li><li>• Green Dragon</li><li>• British Standard (BS) 8555</li><li>• BS EN ISO 14005</li><li>• EMAS Global</li><li>• Examination of regional standards and their relevance.</li></ul> <p>Unit 4: Purpose and Benefits of Environmental Management Systems (EMS)</p> <ul style="list-style-type: none"><li>• Purpose of implementing an EMS in organisations.</li><li>• Analysis of costs and benefits associated with EMS adoption.</li><li>• Key standards and guidelines for EMS implementation.</li></ul> <p>Unit 5: Identifying and Evaluating Environmental Aspects and Risks</p> <ul style="list-style-type: none"><li>• Techniques for identifying and evaluating significant environmental aspects and risks.</li><li>• Factors to consider in determining significance.</li><li>• Relevant risk assessment standards and guidelines.</li></ul> <p>Unit 6: Controlling, Monitoring, and Evaluating Environmental Performance</p> <ul style="list-style-type: none"><li>• Methods for controlling and monitoring environmental performance.</li><li>• Overview of environmental audits, life cycle assessments, environmental impact assessments, and footprinting.</li></ul> <p>Unit 7: Reducing Ecological Footprint Through EMS</p> <ul style="list-style-type: none"><li>• Role of EMS in understanding and reducing an organisation's ecological footprint.</li><li>• Identifying areas for environmental improvement.</li></ul>
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	<ul style="list-style-type: none"><li>• Financial metrics: cost/benefit analysis, internal rate of return (IRR), return on investment (ROI).</li><li>• Environmental, social, and governance metrics.</li></ul> <p><b>Unit 8: Developing an Environmental Policy and Setting Objectives</b></p> <ul style="list-style-type: none"><li>• Steps in developing a comprehensive environmental policy.</li><li>• Setting and aligning objectives and targets for environmental improvement.</li><li>• Principles of cost-benefit analysis in environmental management.</li></ul> <p><b>Unit 9: Organisational Scope and Data Management</b></p> <ul style="list-style-type: none"><li>• Scope of environmental management within the supply chain and product lifecycle.</li><li>• Types of environmental information and sources.</li><li>• Techniques for data collection, processing, storage, and retrieval.</li><li>• Data analysis and interpretation techniques, including absolute and normalised data.</li></ul> <p><b>Unit 10: Environmental Data Reporting and Improvement Programs</b></p> <ul style="list-style-type: none"><li>• Overview of environmental data reporting standards.</li><li>• Developing and implementing environmental improvement programmes.</li><li>• Post-project review and lessons learned from environmental initiatives.</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li></ol>
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		<ol style="list-style-type: none"><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a Comprehensive Environmental Management Plan for a Selected Organisation in 2000 words to be submitted 2 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p>



		<p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b> (if applicable)	<p>NA</p>
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Epstein, M.J., Yuthas, K. and Sloan, B. (2021) <i>Measuring and Improving Social Impacts: A Guide for Nonprofits, Companies, and Impact Investors</i>. 2nd edn. San Francisco: Berrett-Koehler Publishers.</li><li>2. Hill, J. and Cutler, J. (2021) <i>Environmental Management: Science and Engineering for Industry</i>. London: Elsevier.</li><li>3. Renn, O. and Marshall, J.P. (2020) <i>Risk Governance: Coping with Uncertainty in a Complex World</i>. London: Routledge.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Willard, B. (2020) <i>The New Sustainability Advantage: Seven Business Case Benefits of a Triple Bottom Line</i>. 10th Anniversary edn. Gabriola Island: New Society Publishers.</li><li>2. Jones, G. and Robinson, P. (2021) <i>Operations Management: Sustainability and Supply Chain Management</i>. 3rd edn. Harlow: Pearson.</li><li>3. Benn, S., Dunphy, D. and Griffiths, A. (2020) <i>Organizational Change for Corporate Sustainability</i>. 4th edn. London: Routledge.</li><li>4. Starkey, R. and Welford, R. (2021) <i>The Earthscan Reader in Business and Sustainable Development</i>. London: Earthscan.</li></ol> <p><b>Recommended Journals:</b></p>



	<ol style="list-style-type: none"><li>1. Journal of Environmental Management</li><li>2. Environmental Science &amp; Technology</li><li>3. Business Strategy and the Environment</li><li>4. Corporate Social Responsibility and Environmental Management</li><li>5. Journal of Business Ethics</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGES7304 Advanced Principles of Net Zero

Module D : [MGES7304]		
1	<b>Title of Module/Title</b>	<b>Advanced Principles of Net Zero</b>
2	<b>Module/Unit Description</b>	In the wake of COP26, the Net Zero initiative has become a pivotal element on the global agenda, with an increasing number of governments committing to legally binding net zero targets. This advanced MBA-level course is designed to equip students with a comprehensive understanding of the Net Zero concept, its distinction from carbon neutrality, and the critical urgency driving the Net Zero agenda.



		<p>The primary objective of this course is to provide students with in-depth knowledge and analytical skills to understand and implement Net Zero strategies within various industries. Students will gain a solid foundation in Greenhouse Gas Accounting, explore the concept and application of science-based targets, and evaluate the adaptability of businesses and society to climate change, including the challenges they may face.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"><li>• lead the design and execution of comprehensive Net Zero strategies within their organizations.</li><li>• independently perform accurate Greenhouse Gas accounting and reporting, including Scope 1, 2, and 3 emissions.</li><li>• establish and pursue science-based targets, driving sustainable emission reduction goals.</li><li>• effectively engage stakeholders and communicate Net Zero goals and progress to diverse audiences.</li><li>• interpret policy landscapes, foster innovation, and address challenges to ensure organizational compliance and leadership in sustainability.</li></ul>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: identify the meaning and importance of "net zero" at a conceptual level, demonstrating a relevance of implementing it in the context of climate change, sustainability, and global environmental governance.</p> <p>A2: apply the principles of Greenhouse Gas (GHG) Accounting within an organisational context, demonstrating independent judgment and the ability to critically assess emissions data and reporting frameworks.</p> <p>A3: propose science-based targets and recognize their role in facilitating the achievement of net zero.</p> <p>A4: effectively communicate an organisation's response to climate change, including net zero pledges and green claims, to diverse stakeholders, ensuring transparency and alignment with ethical and regulatory standards.</p> <p>A5: critically reflect on the implications of adaptation for long-term sustainability post evaluating the various methods by which organisations and societies can adapt to</p>



		climate change, including both technological and socio-political strategies
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: develop and execute comprehensive strategies to achieve net zero emissions for an organisation, incorporating best practices and industry standards.</p> <p>B2: perform accurate GHG accounting, including the identification and reporting of Scope 1, 2, and 3 emissions, using relevant methodologies and tools.</p> <p>B3: establish and manage science-based targets, ensuring alignment with scientific recommendations and facilitating progress towards net zero goals.</p> <p>B4: craft and deliver clear, persuasive communication about the organisation's climate strategies, net zero pledges, and environmental claims to various stakeholders.</p> <p>B5: formulate and implement adaptation strategies to enhance organisational and societal resilience to climate change impacts, addressing potential challenges and opportunities.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- think strategically about long-term environmental goals, integrating net zero targets with broader organisational objectives and sustainability plans.</p> <p>C2 - critically analyze complex environmental data, policies, and strategies to make informed decisions and recommendations.</p> <p>C3 - effectively engage and influence a diverse range of stakeholders, from internal teams to external partners and policymakers, to support net zero initiatives.</p> <p>C4 - drive innovation by developing creative solutions to overcome challenges related to achieving net zero and adapting to climate change.</p> <p>C5 - guide teams through the implementation of net zero strategies, managing change, and fostering a culture of sustainability within the organisation.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p>



		<ul style="list-style-type: none"><li>• Use various learning platforms to engage with course materials, collaborate with peers, and conduct research.</li><li>• Proficiently use the Office suite or comparable software for data analysis, report writing, and creating presentations.</li><li>• Create and deliver professional online presentations using relevant digital tools.</li><li>• Conduct independent online searches to gather information and evidence to inform decision-making and strategic recommendations.</li><li>• Use video conferencing systems (e.g., Zoom, Teams) for virtual collaboration and presentations.</li><li>• Scan, print, and upload documents online in compliance with academic and professional standards.</li><li>• Utilize e-book readers and other digital tools to access and analyze academic resources.</li><li>• Apply plagiarism detection software to ensure academic integrity in research and coursework.</li><li>• Collaborate with peers through online platforms such as WhatsApp, Skype, and Teams.</li><li>• Independently organise and manage student InterVision meetings using online platforms, ensuring effective group learning and knowledge exchange.</li><li>• Use citation software to manage references and ensure proper attribution in academic writing.</li></ul>						
4	<b>MQF Level pegged for this module/unit</b>	7						
5	<b>Total Number of ECTS for this module/unit</b>	6						
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30
Total Contact Hours	30							
Self – Study Hours	60							
Assessment Hours	30							



		Supervised Placement and Practice Hours <div style="border: 1px solid black; padding: 2px; display: inline-block;">30</div>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online. <div style="border: 1px solid black; padding: 2px; display: inline-block;">%</div> Contact Hours delivered Face to Face <div style="border: 1px solid black; padding: 2px; display: inline-block;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p>



	<p>Unit 1: National Targets and Commitments</p> <ul style="list-style-type: none"><li>● Overview of net zero targets and commitments by various regions.</li><li>● Case studies: UK, EU, and global examples.</li><li>● Analysis of national strategies and their implications.</li></ul> <p>Unit 2: International Initiatives</p> <ul style="list-style-type: none"><li>● Examination of global initiatives supporting net zero.</li><li>● GFANZ (Glasgow Financial Alliance for Net Zero) and the UNFCCC Race to Zero Campaign.</li><li>● Review of international agreements: COP 21, Paris Accord, and the 1.5°C target.</li></ul> <p>Unit 3: Understanding Net Zero</p> <ul style="list-style-type: none"><li>● Definition and significance of net zero vs. carbon neutrality.</li><li>● Exploration of anthropogenic net-zero balance.</li><li>● Examples of carbon offsets and carbon removals.</li></ul> <p>Unit 4: The Science Behind GHG Accounting</p> <ul style="list-style-type: none"><li>● Common standards for GHG inventory compilation.</li><li>● Benefits and challenges of measuring carbon in business operations and value chains.</li><li>● Stakeholder pressure and best practices from the GHG Protocol.</li></ul> <p>Unit 5: Science-Based Targets Initiative (SBTi)</p> <ul style="list-style-type: none"><li>● Overview of SBTi pathways and methodologies.</li><li>● Application of the SBTi Net Zero Corporate Standard.</li><li>● Decarbonising industry sectors using SBTi guidelines.</li></ul> <p>Unit 6: Developing a Decarbonisation Plan</p> <ul style="list-style-type: none"><li>● Components of an effective decarbonisation plan.</li><li>● Short-term and medium-to-long-term actions.</li><li>● Integrating net zero across the value chain.</li><li>● Use of the MacKay Carbon Calculator for UK energy system pathways.</li></ul>
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	<p>Unit 7: Challenges of Decarbonisation</p> <ul style="list-style-type: none"><li>• Mitigation challenges, including Scope 3 emissions.</li><li>• Risks of double counting, carbon bubble, and stranded assets.</li><li>• Strategies to address these challenges.</li></ul> <p>Unit 8: Developing a Net Zero Pledge</p> <ul style="list-style-type: none"><li>• Assessing internal capacity to deliver net zero.</li><li>• Identifying risks, opportunities, and setting realistic goals.</li><li>• Understanding greenwashing and associated legal and reputational risks.</li></ul> <p>Unit 9: Standards and Regulations of Environmental Communications</p> <ul style="list-style-type: none"><li>• Environmental claims rules by ASA, CAP, and BCAP.</li><li>• Green claim codes by the Competition and Market Authority (UK).</li><li>• ICC Framework for Responsible Environmental Marketing and Communications.</li><li>• ISO 14063:2020 for environmental communication.</li></ul> <p>Unit 10: Living with Climate Change</p> <ul style="list-style-type: none"><li>• Risks and vulnerabilities due to climate change for the environment, society, and organisations.</li><li>• Concept of climate resilience and geographical barriers to adaptation.</li><li>• Technological innovations, limitations, and cultural, social, and political challenges.</li><li>• Financing adaptation and developments in geoengineering.</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li></ol>
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		<ol style="list-style-type: none"><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a Case study Analysis to be prepared in 1000 words to be submitted 2 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p>



		<p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b> (if applicable)	<p>NA</p>
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. SBTi (Science-Based Targets initiative). (2021). Science-Based Targets Initiative: Net Zero Corporate Standard. Available from: Science-Based Targets Initiative</li><li>2. IPCC (Intergovernmental Panel on Climate Change). (2021). Climate Change 2021: The Physical Science Basis. Cambridge University Press.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Zhang, X., &amp; Wang, J. (2022). Corporate Climate Responsibility and the Net Zero Transition. Routledge.</li><li>2. Harris, P., &amp; Bessant, J. (2020). Sustainability and Innovation: Challenges and Opportunities for Businesses. Springer.</li><li>3. Delgado, C., &amp; Buckley, R. (2021). Greenwashing and Corporate Environmentalism: Understanding and Mitigating Risks. Palgrave Macmillan.</li><li>4. Clark, G., &amp; Evans, M. (2023). The Future of Climate Adaptation: Strategies for Resilience. Wiley.</li></ol> <p><b>Recommended Journals:</b></p> <ol style="list-style-type: none"><li>1. Nature Sustainability</li><li>2. Environmental Science &amp; Technology</li></ol>



3. Renewable and Sustainable Energy Reviews
4. Journal of Cleaner Production
5. Global Environmental Change

### Final Note

The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.

At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.

By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.

### MGES7305 Government and Environmental Policy

Module D : [MGES7305]		
1	<b>Title of Module/Title</b>	<b>Government and Environmental Policy</b>
2	<b>Module/Unit Description</b>	In the face of escalating environmental and social challenges, the role of law, policy, and governance in shaping effective responses is increasingly critical. The "Government and Environmental Policy" module offers an in-depth exploration of how states, businesses, and civil



		<p>society interact to address pressing issues of climate change and sustainability.</p> <p>This module explores the role of law, policy, and governance in addressing environmental challenges and promoting sustainability. Students will examine significant legislation, key principles of environmental policy, ethics in international agreements, approaches to carbon budget allocation, and the impact of economic and persuasive instruments. Additionally, the module will cover the roles of the United Nations and Conference of the Parties (COPs), the importance of governance and ethics in environmental issues, and alternative measures to GDP in evaluating progress.</p> <p>By the end of this module, students will gain a thorough understanding of the multifaceted role of government and policy in addressing environmental issues. They will be equipped to critically analyze and contribute to policy discussions and initiatives, leveraging their insights to drive effective and ethical solutions to environmental challenges.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"><li>• develop and advocate for comprehensive policy solutions addressing climate change and sustainability issues, considering the roles and responsibilities of various stakeholders.</li><li>• critically evaluate and implement legal, economic, and persuasive instruments for environmental change, applying them effectively in real-world context.</li><li>• lead or participate in ethical negotiations and discussions related to environmental policy, ensuring that moral considerations are integrated into decision-making processes.</li><li>• critically assess and leverage international frameworks, such as those established by the United Nations, to inform and enhance environmental policy and governance strategies.</li><li>• facilitate and manage collaborations between governments, businesses, and civil society, ensuring effective communication and coordination in addressing complex environmental challenges.</li></ul>



3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: reconstruct organisational strategy incorporating comprehensive knowledge of fundamental principles underpinning environmental policy and legislation, along with real-world examples of how these principles are applied.</p> <p>A2: critically appraise ethical considerations and moral imperatives that influence international climate agreements and governance structures.</p> <p>A3: recall various economic instruments, such as taxes, subsidies, and market-based mechanisms, used to address environmental and social challenges.</p> <p>A4: foster behavioral change and promote sustainability by critically evaluating the persuasive instruments, including public awareness campaigns and educational programs.</p> <p>A5: appraise insights on critical international agreements, such as the Paris Agreement and other pivotal treaties, that shape global environmental governance and climate change politics.</p> <p>A6: guiding international and national policy-making employing a deep understanding of the United Nations Sustainable Development Goals (SDGs) and the broader sustainability agenda.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: critically analyze and apply environmental policies and legislative frameworks effectively and make informed recommendations for improvement or adaptation.</p> <p>B2: integrate ethical principles and economic instruments in policy development and implementation of environmental policies, ensuring alignment with both national and international objectives.</p> <p>B3: develop and execute persuasive strategies to influence public behavior and promote sustainability, leveraging advanced communication techniques and evidence-based practices to drive social and environmental change.</p> <p>B4: navigate key international agreements and utilize them to inform policy-making efforts.</p> <p>B5: facilitate stakeholder engagement, manage environmental projects, and prepare comprehensive policy briefs and reports.</p>



	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- develop the ability to critically assess complex environmental issues and devise innovative solutions to address them.</p> <p>C2 - gain proficiency in conducting rigorous research, analyzing environmental data, and drawing informed conclusions to support policy decisions.</p> <p>C3 - articulate environmental concepts and policy recommendations clearly</p> <p>C4 - lead teams and projects effectively, and foster collaboration among diverse groups to achieve common environmental goals.</p> <p>C5 - cultivate the ability to commit to continuous learning and professional development in the field of environmental governance and policy.</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Utilize various learning platforms to engage with course materials, collaborate with peers, and conduct in-depth research into environmental policy.</li><li>• Proficiently use office software (e.g., Microsoft Office or comparable programs) for analysis, report writing, and the preparation of policy briefs.</li><li>• Create professional, visually compelling online presentations to communicate complex environmental issues and policy recommendations.</li><li>• Conduct independent online searches to gather and assess credible sources of information to inform policy decisions and strategies.</li><li>• Effectively use video conferencing systems (e.g., Zoom, Teams) for virtual collaboration, presentations, and policy discussions.</li><li>• Scan, print, and upload documents online, ensuring academic and professional standards are met in all submissions.</li><li>• Access and analyze e-books and digital resources relevant to environmental governance and policy.</li><li>• Use plagiarism detection software to maintain academic integrity and ensure proper attribution of sources in research and policy documents.</li></ul>



		<ul style="list-style-type: none"><li>Collaborate with peers via online platforms (e.g., WhatsApp, Skype, Teams) to share insights, develop policy strategies, and engage in discussions.</li><li>Independently organize and facilitate student InterVision meetings using digital platforms, enhancing group collaboration and knowledge exchange.</li><li>Use citation software to properly manage references and ensure adherence to citation standards in academic and professional work.</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table><tr><td>%</td></tr></table>	%							
%										



		Contact Hours delivered Face to Face  <div style="border: 1px solid black; padding: 5px; text-align: center;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Significant Environmental Legislation</b></p> <ul style="list-style-type: none"><li>• Pollution control and regulations</li><li>• Waste management and contaminated land policies</li><li>• Climate change legislation</li><li>• Water pollution laws</li><li>• Air quality regulations</li></ul> <p><b>Unit 2: Key Principles of Environmental Policy</b></p> <ul style="list-style-type: none"><li>• Rio principles and sustainable development</li><li>• Polluter pays principle</li><li>• Precautionary principle</li><li>• Producer responsibility</li><li>• Life cycle thinking</li><li>• Best Available Techniques (BAT)</li><li>• The environmental policy cycle</li></ul> <p><b>Unit 3: Law vs Policy</b></p>



	<ul style="list-style-type: none"><li>• Legislative and judicial sources of law</li><li>• Common law foundations</li><li>• Defining environmental law and policy</li><li>• Differences between environmental law and policy</li><li>• The role of law and policy in environmental governance</li></ul> <p><b>Unit 4: Ethics in International Agreements</b></p> <ul style="list-style-type: none"><li>• Oslo Principles on climate change obligations</li><li>• The concept of a just transition</li><li>• Handling scientific uncertainty in policy-making</li><li>• Ethical considerations in international climate agreements</li></ul> <p><b>Unit 5: Approaches to Carbon Budget Allocation</b></p> <ul style="list-style-type: none"><li>• Historical and future emissions considerations</li><li>• Egalitarian principles for carbon budgets</li><li>• Prioritarian principles for equitable emissions distribution</li><li>• Sufficientarian principles for sustainability</li><li>• Grandfathering and its implications</li></ul> <p><b>Unit 6: Governance in Environmental Policy</b></p> <ul style="list-style-type: none"><li>• Definitions and frameworks of governance</li><li>• Ethics in environmental governance</li><li>• Perceiving climate change as a moral issue</li><li>• Civic environmentalism</li><li>• Climate litigation and its impacts</li></ul> <p><b>Unit 7: Economic Considerations</b></p> <ul style="list-style-type: none"><li>• Price-based instruments (e.g., carbon pricing)</li><li>• Quantity-based instruments (e.g., cap and trade)</li><li>• Environmental charges and taxes</li><li>• Deposit-refund schemes</li><li>• Strengths and weaknesses of economic instruments</li></ul> <p><b>Unit 8: Suasive Instruments</b></p> <ul style="list-style-type: none"><li>• Environmental labels and certifications</li><li>• Award schemes and codes of best practice</li><li>• Voluntary agreements and reporting</li></ul>
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	<ul style="list-style-type: none"><li>• Controversies and challenges with persuasive instruments</li><li>• The difference between free trade and fair trade</li></ul> <p><b>Unit 9: Role of the United Nations and COPs</b></p> <ul style="list-style-type: none"><li>• Structure and role of the UN in environmental policy</li><li>• UN agencies: UNEP FI and UNEP Global Compact</li><li>• Overview of COPs: Rio, Kyoto, Paris, Glasgow, Dubai</li><li>• COPs related to biodiversity: Kunming-Montreal</li><li>• Initiatives like the Oil and Gas Climate Initiative (OGCI) and World Business Council for Sustainable Development (WBCSD)</li></ul> <p><b>Unit 10: Alternatives and Complements to GDP</b></p> <ul style="list-style-type: none"><li>• Historical context and calculation of GDP</li><li>• Limitations of GDP as a progress indicator</li><li>• Social Progress Index</li><li>• Human Development Index</li><li>• Other alternative measures of progress</li></ul> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p>
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		<ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a project report analysing the selected regions environmental policies, their adherence to the country's legislation and international agreements. This report should be prepared in 2500 words to be submitted 1 week after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing,



		case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Dryzek, J.S., Norgaard, R.B., &amp; Schlosberg, D. (2019). Climate-Challenged Society. Oxford University Press.</li><li>2. Elliott, L. (2021). The Global Politics of the Environment. 2nd ed. Palgrave Macmillan.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Jordan, A., &amp; Lenschow, A. (2020). Environmental Policy in the EU: Actors, Institutions and Processes. 4th ed. Routledge.</li><li>2. Peeters, M., &amp; Uylenburg, R. (2019). EU Environmental Legislation: Legal Perspectives on Regulatory Strategies. Edward Elgar Publishing.</li><li>3. Susskind, L., &amp; Ali, S.H. (2020). Environmental Diplomacy: Negotiating More Effective Global Agreements. 2nd ed. Oxford University Press.</li><li>4. Gupta, J., &amp; Vegelin, C. (2020). Sustainable Development Goals and Income Inequality: Analyzing Global Policy Agendas. Springer.</li></ol> <p><b>Recommended Journals</b></p> <ol style="list-style-type: none"><li>1. Environmental Politics</li><li>2. Journal of Environmental Policy &amp; Planning</li><li>3. Environmental Management</li><li>4. Policy Studies Journal</li><li>5. Global Environmental Change</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While</p>



		<p>faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGSM7701 Consumer Behaviour and Market Communications

Module D : [MGSM7701]		
1	<b>Title of Module/Title</b>	<b>Consumer Behaviour and Market Communications</b>
2	<b>Module/Unit Description</b>	<p>This module is designed to enhance students' comprehension of the theoretical and practical aspects that shape the consumer's behaviour, both individuals and organizations. Studying the decision-making processes of consumers, identifying their motivations, and understanding how various contexts and behaviours impact consumption, the student will gain the ability to strategically utilize this knowledge in creating customer value. Additionally, they will learn how to effectively analyse and question existing marketing strategies and consumer communication approaches. Students will also learn to assess how consumer research is conducted and enhance their intellectual and analytical skills in interpreting societal and cultural trends, in parallel with psychological consumer behaviours, to better inform marketing strategies.</p> <p>This module is a specialization module and is available to those electing to study Strategic Marketing. It allows the student to gain in-depth knowledge and skills specific to Consumer Behaviour like market dynamics, consumer attitudes, and strategic decision-making thereby enhancing the employability and career prospects. It also helps develop some cross-disciplinary skills such as data analysis, strategic thinking, and project management</p>
3	<b>Learning Outcomes</b>	



3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. critically analyse consumer data and insights to identify patterns and trends that influence purchasing behaviour.</li><li>2. design and implement market communication strategies that effectively engage target audiences and enhance brand perception.</li><li>3. evaluate the effectiveness of marketing campaigns using key performance indicators and adjust strategies based on analytical findings.</li><li>4. apply ethical considerations in consumer behavior analysis and marketing communications to promote transparency and consumer trust.</li><li>5. leverage digital media platforms and technological tools to enhance consumer engagement and drive brand loyalty.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: construct strategies with an adequate comprehension of the fundamental psychological, sociological, structural and cultural factors that influence buying behaviour.</p> <p>A2: evaluate and apply relevant theories, models, and concepts related to consumer behavior, demonstrating an advanced understanding of their implications for marketing strategies and decision-making in different market contexts, including digital environments.</p> <p>A3: conduct a comprehensive analysis of the marketing research process and customer insight in different contexts including digital contexts, with an emphasis on evidence-based decision-making.</p> <p>A4: evaluate and manage the process of customer experience, customer relationship management and market communication strategies, applying advanced concepts and frameworks to optimize customer interactions and drive brand loyalty.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will be able to:</p>



	<p>B1: critically analyze and synthesize key consumer behavior concepts and frameworks, reflecting on their application in real-world scenarios and demonstrating advanced problem-solving capabilities.</p> <p>B2: Apply advanced analytical techniques to consumer data, identifying trends and extracting meaningful insights that inform marketing strategies and decisions.</p> <p>B3: Develop and implement effective, ethical communication strategies tailored to specific target audiences, ensuring that messaging is relevant, persuasive, and aligned with brand values and consumer expectations.</p> <p>B4: Proficiently apply ethical principles and sustainable practices in marketing, ensuring that all consumer interactions and communications adhere to high ethical standards and promote responsible consumption.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- identify learning needs and design development plans to address them</p> <p>C2- develop an awareness of the impact of your own thinking and behaviour and a use this as the basis for developing your professional and personal competences during this course.</p> <p>C3- conduct an independent inquiry, investigation and on-going reflection on your own learning in context</p>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Utilize various learning platforms to engage with course content, collaborate with peers, and actively participate in online discussions and activities.</li><li>• Proficiently use office software (e.g., Microsoft Office or comparable programs) to analyze consumer data, prepare marketing reports, and create professional presentations.</li><li>• Design and deliver compelling online presentations, effectively communicating key concepts in consumer behavior and market communications.</li></ul>



		<ul style="list-style-type: none"><li>Conduct independent online searches to gather relevant data and insights on consumer trends, marketing strategies, and best practices in market communication.</li><li>Utilize video conferencing systems (e.g., Zoom, Teams) for virtual meetings, presentations, and collaborative discussions related to consumer behavior and marketing communications.</li><li>Scan, print, and upload online documents, ensuring high-quality submission of coursework and research outputs.</li><li>Access and analyze e-books and other digital resources relevant to the study of consumer behavior, marketing communications, and market research.</li><li>Use plagiarism detection software to ensure academic integrity in all written and research-based assignments.</li><li>Collaborate effectively with peers in online platforms (e.g., WhatsApp, Skype, Teams) to share insights, work on group projects, and discuss marketing strategies.</li><li>Independently organize and facilitate InterVision meetings using online platforms, promoting peer-to-peer collaboration and knowledge exchange.</li><li>Use citation management software to ensure accurate referencing and adherence to academic standards in research and writing.</li></ul>						
4	<b>MQF Level pegged for this module/unit</b>	7						
5	<b>Total Number of ECTS for this module/unit</b>	6						
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30
Total Contact Hours	30							
Self – Study Hours	60							
Assessment Hours	30							



		Supervised Placement and Practice Hours <div style="border: 1px solid black; padding: 2px; display: inline-block;">30</div>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online. <div style="border: 1px solid black; padding: 2px; display: inline-block;">%</div> Contact Hours delivered Face to Face <div style="border: 1px solid black; padding: 2px; display: inline-block;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p>



	<p><b>Unit 1: Understanding Consumer Behaviour</b></p> <ul style="list-style-type: none"><li>• Concept of consumer behaviour</li><li>• Customer needs, desires, and motivations</li><li>• Process of consumer decision-making</li><li>• Models: Economic, Psychological, Sociological</li></ul> <p><b>Unit 2: Consumer Decision-Making Process</b></p> <ul style="list-style-type: none"><li>• The five-stage process</li><li>• Mapping the consumer decision journey</li><li>• Levels of decision-making: Extensive, Limited, Routine</li><li>• Four views: Economic, Passive, Emotional, Cognitive</li></ul> <p><b>Unit 3: Influences on Decision-Making</b></p> <ul style="list-style-type: none"><li>• Heuristics and decision-making</li><li>• Marketing mix elements</li><li>• Impact of new technologies (e.g., e-tailing, C2C)</li></ul> <p><b>Unit 4: Factors Affecting Consumer Behaviour</b></p> <ul style="list-style-type: none"><li>• Individual factors: Motivation, Perception, Attitudes</li><li>• Social-cultural and economic influences</li><li>• Marketing segments, targeting, brand positioning</li></ul> <p><b>Unit 5: Consumer Behaviour in Different Contexts</b></p> <ul style="list-style-type: none"><li>• B2B, B2C, C2C contexts</li><li>• Organisational contexts: Profit, Not-for-Profit</li><li>• Social influences on intentions and behaviour</li></ul> <p><b>Unit 6: Theories and Models of Buyer Behaviour</b></p> <ul style="list-style-type: none"><li>• Theory of Reasoned Action (TRA) and Planned Behaviour (TPB)</li><li>• Schiffman and Kanuk, Nicosia, Howarth Sheth Models</li><li>• Engel-Blackwell-Kollat Model</li></ul> <p><b>Unit 7: Group Influences and Buying Roles</b></p> <ul style="list-style-type: none"><li>• Opinion leaders and reference groups</li><li>• Culture and group dynamics</li><li>• Levels of involvement and problem-solving behaviours</li></ul> <p><b>Unit 8: Technology and Consumer Behaviour</b></p> <ul style="list-style-type: none"><li>• Digital and social media impact</li><li>• Consumer misbehaviours in digital contexts</li><li>• Developing customer insights through research</li></ul> <p><b>Unit 9: Customer Experience Management</b></p>
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	<ul style="list-style-type: none"><li>CRM principles and benefits</li><li>Enhancing customer value and satisfaction</li><li>Managing interactions and customer lifecycle</li></ul> <p><b>Unit 10: Customer Journey and Experience Mapping</b></p> <ul style="list-style-type: none"><li>Defining aspirations and expectations</li><li>Measuring gaps and critical incidents</li><li>Service blueprints and moments of truth</li></ul> <p><b>Unit 11: Buyer Behaviour and Promotional Strategies</b></p> <ul style="list-style-type: none"><li>E-consumer behaviour in digital contexts</li><li>Online forums, social media, direct marketing</li><li>Use of algorithms, AI, and online complaint handling</li></ul> <p><b>Unit 12: Integrated Marketing Communications (IMC)</b></p> <ul style="list-style-type: none"><li>Relationship marketing and media selection</li><li>Message creation and value perception</li><li>KPIs, marketing metrics, and ROI/ROCE analysis</li></ul>
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**Support:**

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.
5. In all cases, the turnaround time to resolve the query is within 3 working days.
6. All interactions take place via e-campus to maintain an adequate record of information.

**Modular delivery:** Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.

1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.



		<p>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</p>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The written submission is a real-world case study analysis focused on consumer behaviour and market communication showcasing their ability of theoretical application, conducting an influence analysis, communication strategy analysis and technology integration analysis. The analysis will be written in 2000 words and submitted 1 week after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>



	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. De Mooij, M., 2021. Consumer Behavior and Culture: Consequences for Global Marketing and Advertising. 4th ed. Thousand Oaks: Sage Publications.</li><li>2. Saunders, M., Lewis, P., and Thornhill, A., 2019. Research Methods for Business Students. 8th ed. Harlow: Pearson.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Kardes, F.R., Cronley, M.L., and Cline, T.W., 2019. Consumer Behavior: Science and Practice. 2nd ed. Cengage Learning.</li><li>2. Marder, B., et al., 2022. Digital Consumer Behavior: Theoretical and Practical Applications. Routledge.</li><li>3. Kotler, P., Kartajaya, H., and Setiawan, I., 2021. Marketing 5.0: Technology for Humanity. Wiley.</li></ol> <p>Recommended Journals</p> <ol style="list-style-type: none"><li>1. Journal of Consumer Research</li><li>2. Journal of Consumer Psychology</li><li>3. International Journal of Research in Marketing</li><li>4. Journal of Interactive Marketing</li><li>5. Journal of Marketing Communications</li></ol> <p>Final Note</p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is</p>



		<p>expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGSM7702 Digital and Social Media Marketing

Module D : [MGSM7702]		
1	<b>Title of Module/Title</b>	<b>Digital and Social Media Marketing</b>
2	<b>Module/Unit Description</b>	<p>This module offers a practical introduction to digital and social media technologies like Twitter, Facebook, IoT devices, and affiliate networks, focusing on their marketing applications. It explores the main features of digital and social media, examines theoretical concepts such as trust and customer engagement, and analyses trends and usage patterns to provide a framework for understanding and evaluation. The course also covers the legal and ethical issues of digital marketing. It includes knowledge on cutting-edge strategies for using social media to achieve branding and communication objectives, with a focus on scientific and strategic approaches and hands-on implementation of online marketing strategies.</p> <p>This module is a specialization module and is available to those electing to study Strategic Marketing. It allows the student to gain in-depth knowledge and skills specific to Digital and Social media marketing with special focus on consumer trust, ethical considerations, market trends, and strategic decision-making thereby enhancing the employability and career prospects. It also helps develop some cross-disciplinary skills such as data analysis, critical thinking, and project management</p>
3	Learning Outcomes	



3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. collaborate effectively with teams to develop innovative marketing campaigns.</li><li>2. deal with complex marketing challenges using strategic thinking.</li><li>3. ensure effective communication across digital platforms.</li><li>4. carry out tasks related to content creation and audience engagement.</li><li>5. monitor social media metrics to evaluate performance.</li><li>6. create compelling digital content that resonates with target audiences.</li><li>7. negotiate partnerships with influencers and affiliates.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: define and critically analyze key digital marketing concepts and terminology, and emerging trends, demonstrating a solid understanding of their application in modern business environments.</p> <p>A2: evaluate and align appropriate digital marketing tools and strategies with specific business goals, ensuring the effective integration of these tools into organizational frameworks.</p> <p>A3: comprehend the role of information technology and social media in digital marketing practices, emphasizing their impact on audience engagement, brand loyalty, and customer acquisition.</p> <p>A4: critically analyse the changing dynamics of an organisation's environment and its impacts on digital marketing strategies and consumer behavior.</p> <p>A5: resolve contemporary digital marketing challenges by matching resource-led innovative approaches using digital marketing tools.</p> <p>A6: formulate develop digital strategies and design an integrated social media campaign for a strategic relationship with the customers.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p>



		<p>B1: analysing and synthesising key concepts and frameworks with clarity and critical reflection.</p> <p>B2: apply digital marketing strategies to real-world scenarios.</p> <p>B3: plan comprehensive digital marketing campaigns and assemble targeted advertising strategies for different audiences.</p> <p>B4: employ SEO and SEM techniques to enhance visibility.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- critically analyse data to gain insights into consumer behaviour.</p> <p>C2- critically analyse data, making informed decisions, adapting strategies to changing market trends.</p> <p>C3- prioritizing tasks and meeting deadlines</p> <p>C4- guiding and motivating teams towards goals</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• use various learning platforms effectively to engage with course content, collaborate with peers, and participate in online discussions and activities.</li><li>• proficiently utilize office software (e.g., Microsoft Office, Google Workspace) for creating reports, analyzing data, and preparing presentations related to digital marketing.</li><li>• create and deliver online presentations effectively, using digital tools to communicate marketing strategies and campaign results.</li><li>• conduct independent online research to gather insights, monitor trends, and explore best practices in digital marketing and social media.</li><li>• utilize video conferencing systems (e.g., Zoom, Teams, Skype) for virtual meetings, collaboration, and stakeholder engagement related to digital marketing projects.</li><li>• scan, print, and upload online documents and presentations in a format suitable for academic submission.</li></ul>



		<ul style="list-style-type: none"><li>work with e-book readers to access digital textbooks, articles, and research materials related to digital marketing.</li><li>use plagiarism detection software to ensure academic integrity in written assignments and research.</li><li>engage in online peer-to-peer collaboration using platforms like WhatsApp, Skype, or Teams to discuss marketing trends, exchange ideas, and work on group projects.</li><li>independently organize student InterVision meetings using online platforms, facilitating peer-to-peer learning and collaboration.</li><li>utilize citation software to properly reference sources and ensure adherence to academic standards.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span>  Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning



9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1 Concepts of social media marketing and digital marketing</p> <p>Digital dimension of marketing Creating customer value, consumer relation, customer retention customer loyalty in digital context Integration of online and offline marketing: real-time marketing, Apps and co-creation, diminishing attention span, customer experience, multi- screening.</p> <p>Unit 2: E-commerce</p> <ul style="list-style-type: none"><li>• e-commerce relationships</li><li>• Use of information systems: intranets; extranets and virtual private networks (VPNs) for supply chain integration</li></ul>



	<ul style="list-style-type: none"><li>• E-commerce based business models for revenue generation: Commerce, Subscriptions and pay per view, advertising, lead generation, merchants, infomediaries, data and CRM, sharing economy based business model, agglomeration marketing</li></ul> <p>Unit 3: Digital marketing and new technologies</p> <ul style="list-style-type: none"><li>• Social media, Internet of Things, location-based marketing, big data, blockchain technology, crowdsourcing, virtual and augmented reality, automation, programmatic, digital content, integration.</li></ul> <p>Unit 4: Benefits of digital marketing and role of it</p> <ul style="list-style-type: none"><li>• Geographic coverage, customer reach. Online communication systems; online business communities; 24/7 availability, flexibility, speed of customization, interactivity, and personalization, decrease in transaction costs; closer buyer- supplier relationships; improved purchasing, order processing. e-tailing; business to business, business to consumer; intermediation and disintermediation; networks., measurability and attribution</li></ul> <p>Unit 5: Digital marketing within the extended marketing mix-</p> <ul style="list-style-type: none"><li>• 7 Ps product, price, promotion, place, people, process and physical evidence, promotional mix and integrating market communication, branding.</li></ul> <p>Unit 6: Marketing research</p> <ul style="list-style-type: none"><li>• Reforecasting, Big data metrics, Social media analysis and monitoring Social listening/buzz monitoring, Harnessing data to extract actionable insights.</li><li>• Online survey methods to capture data and enrich customer insights, Commercial measures, Brand measures, Tactical measures.</li><li>• Sources of data for measuring digital campaigns:</li><li>• Primary and secondary data, Onsite (log files and tagging), Offsite (panels, VOC), Usability studies, Tracking studies, Conversion funnels.</li><li>• Reports, presentations and dashboards, Key performance indicators (KPIs), Data mapping Social Analytics, Sentiment Analysis. Affiliate networks, Social networks, Customers, consumers and users Visitors, Personas, Dashboards, CRM systems Contingency planning.</li></ul> <p>Unit 7: Digital communications tools and enhance customer experience</p> <ul style="list-style-type: none"><li>• Web sites; microsites, web pages, mobile Search engine marketing, Online and offline integration, Personalisation, Conversion Rate Optimisation, Engagement and retention, Usability</li></ul>
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	<p>Unit 8: The customer journey in the digital context:</p> <ul style="list-style-type: none"><li>• unaware, aware, interested, engaged, subscribe, convert, excite, ascend, advocate, promote etc.</li><li>• Developing digital marketing strategy and plan</li><li>• Customer Journey aims and objectives of digital marketing, deciding target segments and audiences, Digital marketing mix, developing message and brand proposition, choosing digital media platforms, Implementation planning, executing the social media and digital plan, content marketing</li><li>• Four dimensions of digital promotion: Digital Advertising, Search engine Marketing, Content Marketing, Social Media Marketing.</li></ul> <p>Unit 9: Marketing on digital channels and digital communications mix:</p> <ul style="list-style-type: none"><li>• Live chat, Video, social media, Podcast, online communities, RSS and aggregation, Applications, Advertising, Virtual and Augmented reality, Email, Search Engine Marketing, Website, third-party sites and applications, social networks and user-generated content for international marketing.</li><li>• Social media strategies (e.g., strategic design and launch of a website, implementation of SEO strategies, design and management of a corporate social media account. Implementing social media and viral marketing, e-mail marketing, banner advertisements, or pay-per-click.</li><li>• Digital activities to support and enhance multichannel marketing: advantages and disadvantages of multichannel marketing, Increased penetration and market research, increase Customer touchpoints.</li></ul> <p>Unit 10: Metrics to evaluate digital marketing programmes</p> <ul style="list-style-type: none"><li>• measurement for digital campaigns, Objective setting, Performance review</li><li>• using performance indicators; quantitative measures; qualitative measures; organisation and personnel, customer metrics,</li><li>• Market metrics: Marketing productivity, Marketing mix decisions, Customer satisfaction, and involvement, Market share and forecast demand, Identifying improvements, ROI and LTV Response rates, Campaign reviews, Key performance indicators for continuous improvement, Customer analysis, Online buyer and search behaviour.</li></ul>
	<p><b>Support:</b></p>



		<p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>We follow continuous and end of the module assessment. Continuous assessment is conducted within every unit studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a written submission. The end-of-term submission in this module is a project (development of a digital marketing</p>



		<p>campaign) and is an individual assignment. The report will be written in 3000 words and submitted 1 week after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Larsen and Draper (2015): <i>Internet Marketing Essentials</i>, Digital Textbook.</li><li>2. Chaffey, D., &amp; Ellis-Chadwick, F. (2022). <i>Digital marketing: Strategy, implementation, and practice</i> (7th ed.). Pearson Education.</li><li>3. Chaffey, D. (2023). <i>Business and e-commerce management: Strategy, implementation, and practice</i> (6th ed.). Pearson Education.</li></ol> <p>Supplementary Reading</p>



		<ul style="list-style-type: none"><li>• Jelassi T and Enders A – Strategies for E-business: Concepts and Cases, 2nd Edition (Financial Times/Prentice Hall, 2008) ISBN 0273710281 Laudon, K. C. and Traver, C. G. (2015), E-Commerce 2015: Business. Technology. Society. Prentice Hall.</li><li>• Turban T, Lee J K, King D, Liang T P and Turban D – Electronic Commerce 2010: A Managerial Perspective, 6th Edition (Pearson Education, 2009) ISBN 0137034652</li><li>• <a href="https://oasis.col.org/server/api/core/bitstreams/aafdf32a-ad21-4557-b61f-7f79dc8e3e12/content">https://oasis.col.org/server/api/core/bitstreams/aafdf32a-ad21-4557-b61f-7f79dc8e3e12/content</a></li></ul>
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## MGSM7703 Digital Customer Experience

Module D : [MGSM7703]		
1	Title of Module/Title	Digital Customer Experience
2	<b>Module/Unit Description</b>	<p>This MBA module on Digital Customer Experience will explore the principle and practices of creating exceptional digital experience. It will help the learners in understanding the ways to adapt to the changes in digital customers' needs. This module is designed to provide students with a deep understanding of how digital transformation is reshaping customer interactions and expectations. In today's rapidly evolving digital landscape, businesses must prioritise creating seamless, personalised, and engaging experiences for their customers across all digital touchpoints. This course explores the strategies, tools, and technologies essential for designing, managing, and enhancing digital customer experiences. Students will gain insights into the key elements that drive customer satisfaction, loyalty, and advocacy in the digital era, enabling them to craft experiences that align with the evolving needs and preferences of the modern customer.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. create digital customer experience strategies by collaborating with team members of different departments</li></ol>



		<ol style="list-style-type: none"><li>2. carry out the tasks to collect data and understand the behavioural pattern of digital customers and analyse the data to learn how to improve their experience</li><li>3. supervise the team members in identifying the internal and external factors affecting the behaviour of digital customers</li><li>4. guide the team on necessary interpersonal and communication skills required for managing the digital customers.</li><li>5. monitor the performance of user centred digital interface that meets customers' demands and expectations.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: define the key aspects related to the digital customer experience, such as customer experience, customer journey, digital channels and user experience.</p> <p>A2: categorise the list of the key performance indicators for measuring the digital customer experience strategies</p> <p>A3: identify various digital touchpoints for improving the digital customer experience.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>B1: apply the proficiency and efficiency of using various digital tools for improving the customers interactions effectively</p> <p>B2: critically analyse the customer feedback and provide recommendations for improving the digital experience using the data backed analytics.</p> <p>B3: practise digital content strategies which align with the company's objectives and are helpful in fulfilling customer needs.</p> <p>B4: prepare reports using the right metrics and analysis tools on the digital experience of the customers.</p> <p><b>Module-Specific Learner Skills</b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- analyze and interpret digital consumer behaviour patterns by studying consumer motivation and preferences related data.</p>



		<p>C2- create different types of digital content campaigns about the products and services, these campaigns will target the correct set of audience</p> <p>C3- demonstrate the learning and master skills in scheduling, task prioritisation, and managing timelines for project completion</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● use various learning platforms effectively to engage with course content, collaborate with peers, and participate in online discussions and activities.</li><li>● proficiently utilize office software (e.g., Microsoft Office, Google Workspace) for creating reports, analyzing data, and preparing presentations related to digital marketing.</li><li>● create and deliver online presentations effectively, using digital tools to communicate marketing strategies and campaign results.</li><li>● conduct independent online research to gather insights, monitor trends, and explore best practices in digital marketing and social media.</li><li>● utilize video conferencing systems (e.g., Zoom, Teams, Skype) for virtual meetings, collaboration, and stakeholder engagement related to digital marketing projects.</li><li>● scan, print, and upload online documents and presentations in a format suitable for academic submission.</li><li>● work with e-book readers to access digital textbooks, articles, and research materials related to digital marketing.</li><li>● use plagiarism detection software to ensure academic integrity in written assignments and research.</li><li>● engage in online peer-to-peer collaboration using platforms like WhatsApp, Skype, or Teams to discuss marketing trends, exchange ideas, and work on group projects.</li><li>● independently organize student InterVision meetings using online platforms, facilitating peer-to-peer learning and collaboration.</li><li>● utilize citation software to properly reference sources and ensure adherence to academic standards.</li></ul>
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4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours 30
		Self – Study Hours 60
		Assessment Hours 30
		Supervised Placement 30 and Practice Hours
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face
		<input checked="" type="checkbox"/> 100% Online
		<input type="checkbox"/> Blended Learning Point D9 is required to be filled in.
		<input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.
		Contact Hours delivered Face to Face
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li></ol>



	<ol style="list-style-type: none"><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Channel goals and selection</b></p> <ul style="list-style-type: none"><li>● Setting goals for digital channels</li><li>● Customer acquisition and retention</li><li>● Conversion</li><li>● Customer experience</li><li>● Growth</li></ul> <p><b>Unit 2: Key criteria for channel selection</b></p> <ul style="list-style-type: none"><li>● Channel success factors</li><li>● Target audience and relevant personas on channels</li><li>● Channel planning</li><li>● Organizational risk in relation to channel usage</li></ul> <p><b>Unit 3: Customer and social well-being</b></p> <ul style="list-style-type: none"><li>● Digital's impact on business ethics</li><li>● consumer rights</li><li>● policy issues</li><li>● access to products and services</li></ul> <p><b>Unit 4: Insights for customer personas</b></p> <ul style="list-style-type: none"><li>● Customer data sources</li><li>● Online research sources</li><li>● Changing customer behaviour</li><li>● Create customer personas</li></ul> <p><b>Unit 5: Research techniques to understand customer experience</b></p> <ul style="list-style-type: none"><li>● Customer insights research techniques</li><li>● Analytics and insights</li><li>● Sentiment analysis</li><li>● Crowdsourcing for research</li></ul> <p><b>Unit 6: Methods of generating customer awareness</b></p> <ul style="list-style-type: none"><li>● Digital marketing mix</li><li>● Content marketing</li><li>● Keyword and market trend in research</li><li>● Digital communication</li></ul>
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	<ul style="list-style-type: none"><li>● Affiliate marketing</li><li>● Risks and constraints</li></ul> <p>Unit 7: Effectiveness of digital marketing channels</p> <ul style="list-style-type: none"><li>● KPIs, dashboards and reports</li><li>● Options and tools for monitoring channels</li><li>● Influencer channels vs converting channels</li></ul> <p>Unit 8: Touchpoint for customer acquisition and conversation</p> <ul style="list-style-type: none"><li>● Websites, key-phrase analysis and selection</li><li>● Search engine optimization</li><li>● Search engine marketing</li><li>● Pay per click marketing</li><li>● Blogs, Online PR, Partnerships</li></ul> <p>Unit 9: Customer journey and digital experience</p> <ul style="list-style-type: none"><li>● Customer journey mapping across mobile and tablet</li><li>● Paid, owned and earned media</li><li>● Content audit and content planning</li><li>● Social listening and sentiment analysis</li></ul> <p>Unit 10: Best practices for digital compliance</p> <ul style="list-style-type: none"><li>● Ethical and legal implications</li><li>● Data collection</li><li>● Email, SMS, permission</li><li>● Privacy statements and cookie policy</li></ul> <p>Unit 11: Legal compliance in digital campaigns</p> <ul style="list-style-type: none"><li>● Data protection, international privacy law</li><li>● Disability and discrimination</li><li>● Brand and trademark protection</li><li>● Contract law</li><li>● Intellectual property rights</li><li>● Online advertising law</li><li>● Content, copyright, media</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li></ol>
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		<p>6. All interactions take place via e-campus to maintain an adequate record of information.</p> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<p><b>Explain how this module/unit will be assessed.</b></p>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, weighing 60% of the overall score. The nature of final assessment is the report submission, a project analysis in which learners will analyse digital marketing strategy of an existing company for customers and develop a consultancy report of 2000 words.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for a viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of</p>



		expectation from the assignment. The passing grades are 40% according to the defined rubrics.
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. DeLisi, R., &amp; Michaeli, D. (2021). <i>Digital Customer Service: Transforming Customer Experience for an On-Screen World</i>. John Wiley &amp; Sons.</li><li>2. Duha, O. (2024). <i>Think Human: The Customer Experience Revolution in the Digital Age</i>. Kogan Page Publishers.</li><li>3. Lemon, K. N., &amp; Verhoef, P. C. (2019). <i>Understanding Customer Experience Throughout the Customer Journey</i>. <i>Journal of Marketing</i>, 83(1), 69-96.</li><li>4. Schmitt, B. (2020). <i>Experiential Marketing: How to Get Customers to Sense, Feel, Think, Act, and Relate to Your Company and Brands</i>. 2nd ed. Columbia University Press.</li><li>5. Hoyer, W. D., Kroschke, M., Schmitt, B., Kraume, K., &amp; Shankar, V. (2020). <i>Transforming the Customer Experience Through New Technologies</i>. <i>Journal of Interactive Marketing</i>, 51(1), 57-71.</li></ol> <p><b>Supplementary Readings</b></p> <ol style="list-style-type: none"><li>1. Becker, L., &amp; Jaakkola, E. (2020). <i>Customer Experience: Fundamental Premises and Implications for Research</i>. <i>Journal of the Academy of Marketing Science</i>, 48, 630-648.</li><li>2. Barbu, C. M., Florea, D. L., Dabija, D. C., &amp; Barbu, M. C. R. (2021). <i>Customer Experience in Fintech</i>. <i>Journal of Theoretical and Applied Electronic Commerce Research</i>, 16(5), 1415-1433.</li><li>3. Lee, S. M., &amp; Lee, D. (2020). <i>"Untact": A New Customer Service Strategy in the Digital Age</i>. <i>Service Business</i>, 14(1), 1-22.</li></ol>



4. Grewal, D., Hulland, J., Kopalle, P. K., & Karahanna, E. (2020). The Future of Technology and Marketing: A Multidisciplinary Perspective. *Journal of Marketing*, 84(1), 1-14.
5. Bolton, R. N., McColl-Kennedy, J. R., Cheung, L., Gallan, A. S., Orsingher, C., Witell, L., & Zaki, M. (2019). Customer Experience Challenges: Bringing Together Digital, Physical, and Social Realms. *Journal of Service Management*, 30(5), 643-681.

### Recommended Journals

1. *Journal of Service Research*
2. *Journal of Interactive Marketing*
3. *Journal of the Academy of Marketing Science*
4. *International Journal of Electronic Commerce*
5. *Journal of Theoretical and Applied Electronic Commerce Research*

### Journal Articles

1. Verhoef, P. C., Broekhuizen, T., Bart, Y., Bhattacharya, A., Dong, J., Fabian, N., & Haenlein, M. (2019). Customer experience creation in today's digital world. *Journal of Business Research*, 116, 256-265. Available at [https://research.rug.nl/files/790710188/Customer\\_experience\\_creation\\_in\\_today\\_s\\_digital\\_world.pdf](https://research.rug.nl/files/790710188/Customer_experience_creation_in_today_s_digital_world.pdf)
2. Verhoef, P. C., & Bijmolt, T. H. A. (2021). Omnichannel customer experience and management: An integrative review and research agenda. *Sustainability*, 13(5), 2824. Available at <https://www.mdpi.com/2071-1050/13/5/2824>
3. Tandon, A., Kaur, P., Chakraborty, D., & Silva, L. M. D. (2023). The effects of digital transformation on firm performance: The mediating role of customer experience. *Digital*, 3(2), 8. Available at <https://www.mdpi.com/2673-6470/3/2/8>
4. Mikalef, P., Krogstie, J., & Olatunji, S. (2023). Between artificial intelligence and customer experience: A literature review. *Discover Artificial Intelligence*, 3, 10.1007/s44163-024-00105-8. Available at <https://link.springer.com/article/10.1007/s44163-024-00105-8>
5. Grewal, D., Roggeveen, A. L., & Nordfält, J. (2020). Digital engagement and customer experience:



		<p>Implications for retailing and customer journey. Retailing in the 21st Century: Current and Future Trends, 85-102. Available at <a href="https://link.springer.com/chapter/10.1007/978-3-030-63376-9_6">https://link.springer.com/chapter/10.1007/978-3-030-63376-9_6</a></p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGSM7704 Strategic Brand Management

Module D : [MGSM7704]

1	<b>Title of Module/Title</b>	<b>Strategic Brand Management</b>
2	<b>Module/Unit Description</b>	This module is designed to enhance learners' grasp of the fundamental principles involved in brand management and brand equity. It will equip students with the ability to create a strategic branding approach that aligns with the overall corporate brand. Learners will gain insights into marketing from a branding viewpoint and acquire skills necessary for developing and positioning brand strategies. Additionally, they will learn to manage brands effectively to ensure they fulfill their brand promise. The unit will also cover critical



		<p>aspects of building robust brands and maximizing the value of existing brands across different industries and sectors. This module is a specialization module and is available to those electing to study Strategic Marketing. Studying this module, students will gain a comprehensive understanding of brand management and brand equity. They will learn to develop strategic branding approaches that align with corporate goals and acquire skills to establish and position brand strategies effectively. The module covers key aspects of managing brands to ensure they consistently deliver on their promises. Students will also explore essential techniques for building strong brands and maximizing their value across various industries. This knowledge equips students with the ability to enhance brand performance and leverage brand equity for competitive advantage.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. represent and articulate brand strategies to effectively influence and engage stakeholders.</li><li>2. monitor and evaluate brand performance to produce strategies that maximize brand equity across industries.</li><li>3. manage and create innovative branding solutions that adapt to changing market conditions.</li><li>4. create and authorize effective brand positioning to ensure consistent brand promise delivery.</li><li>5. supervise and manage the development and implementation of branding strategies aligned with corporate goals.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: identify the organisational framework of the brand and how branding relates to other areas of marketing including ethics, sustainability and corporate communications.</p> <p>A2: compare and select branding models, brand equity, brand personality, corporate reputation and corporate communication and their interrelations.</p> <p>A3: define and design the process and factors related to developing and enhancing brand image over time.</p> <p>A4: identify the development of brand management strategies to meet marketing objectives.</p>



3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: create and compose compelling brand narratives and messaging</p> <p>B2: plan and design effective brand strategies that align with corporate objectives.</p> <p>B3: demonstrate innovative approaches to building and sustaining brand value</p> <p>B4: arrange collaborative efforts across departments to ensure cohesive branding efforts.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- Identify learning needs and design development plans to address them</p> <p>C2- develop an awareness of the impact of their own thinking and behaviour and a use this as the basis for developing professional and personal competences during this course.</p> <p>C3- conduct an independent inquiry, investigation and on-going reflection on your own learning in context</p> <p>C4- employ data-driven insights to enhance brand strategies.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>use various learning platforms effectively to engage with course content, collaborate with peers, and participate in online discussions and activities.</li><li>proficiently utilize office software (e.g., Microsoft Office, Google Workspace) for creating reports, analyzing data, and preparing presentations related to digital marketing.</li><li>create and deliver online presentations effectively, using digital tools to communicate marketing strategies and campaign results.</li><li>conduct independent online research to gather insights, monitor trends, and explore best practices in digital marketing and social media.</li><li>utilize video conferencing systems (e.g., Zoom, Teams, Skype) for virtual meetings, collaboration, and stakeholder engagement related to digital marketing projects.</li></ul>
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		<ul style="list-style-type: none"><li>• scan, print, and upload online documents and presentations in a format suitable for academic submission.</li><li>• work with e-book readers to access digital textbooks, articles, and research materials related to digital marketing.</li><li>• use plagiarism detection software to ensure academic integrity in written assignments and research.</li><li>• engage in online peer-to-peer collaboration using platforms like WhatsApp, Skype, or Teams to discuss marketing trends, exchange ideas, and work on group projects.</li><li>• independently organize student InterVision meetings using online platforms, facilitating peer-to-peer learning and collaboration.</li><li>• utilize citation software to properly reference sources and ensure adherence to academic standards.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours - 30  Self – Study Hours - 60  Assessment Hours - 30  Supervised Placement - 30 and Practice Hours
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning



9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p>Contact Hours delivered Face to Face</p>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Introduction to Branding</b></p> <ul style="list-style-type: none"><li>• Concept of the Brand: Elements of brand-promise, perception, trust, values, voice, personality.</li><li>• Types of Brands: Soft vs. hard brands, brand architecture.</li></ul> <p><b>Unit 2: Brand Vision and Elements</b></p> <ul style="list-style-type: none"><li>• Brand Management Process: Role and importance.</li><li>• Brand Elements: Name, logos, identity, symbols, etc.</li><li>• Criteria for Choosing Elements: Relevance and impact.</li></ul> <p><b>Unit 3: Product and Service Branding</b></p> <ul style="list-style-type: none"><li>• Customer Experience: Branding in products and services.</li><li>• Customer Journey: Touchpoints and motivation.</li></ul> <p><b>Unit 4: Brand Identity and Positioning</b></p>



	<ul style="list-style-type: none"><li>• Brand Personality: Building identity and image.</li><li>• Positioning Strategies: Attributes and personalization.</li></ul> <p>Unit 5: Corporate Branding and Communication</p> <ul style="list-style-type: none"><li>• Individual vs. Corporate Branding: Strategies and relationships.</li><li>• Stakeholder Engagement: Internal and external communication.</li></ul> <p>Unit 6: Environmental and Ethical Considerations</p> <ul style="list-style-type: none"><li>• Legislation and CSR: Impact on brand management.</li><li>• Cultural and Social Issues: Diversity and sustainability.</li></ul> <p>Unit 7: Brand Identity and Relationships</p> <ul style="list-style-type: none"><li>• Brand Identity Prism: Relationship to vision and mission.</li><li>• Aaker's Brand Personality: Profile and positioning.</li></ul> <p>Unit 8: Brand Equity and Value</p> <ul style="list-style-type: none"><li>• Measuring Brand Equity: Loyalty and customer lifetime value.</li><li>• Models of Brand Equity: Aaker and Customer-based models.</li></ul> <p>Unit 9: Brand Development and Strategy</p> <ul style="list-style-type: none"><li>• Brand Extensions: Multi-brands and new brand development.</li><li>• Strategy Planning: Integration with marketing mix and campaigns.</li></ul> <p>Unit 10: Brand Metrics and Evaluation</p> <ul style="list-style-type: none"><li>• Success Metrics: Quantitative and qualitative measures.</li><li>• Evaluation Tools: Digital and offline methods, KPIs, and continuous improvement</li></ul>
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#### Support:

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.
5. In all cases, the turnaround time to resolve the query is within 3 working days.
6. All interactions take place via e-campus to maintain an adequate record of information.



		<p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is a presentation and written report of 3000 words on brand strategy of a unicorn brand to be submitted 2 weeks after the completion of the course.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions are accepted.</p> <p>All end of the module assessments are provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The assessments follow a rubric specific to the type of assessment tool used and the details of the same are provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>



	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Keller, K. L., Swaminathan, V. (2019). Strategic Brand Management: Building, Measuring, and Managing Brand Equity, Global Edition. United Kingdom: Pearson.</li><li>2. Strategic Brand Management, 3rd Edition. (2020). (n.p.): Cerebellum Press.</li><li>3. Lalaounis, S. T. (2020). Strategic Brand Management and Development: Creating and Marketing Successful Brands. United Kingdom: Taylor &amp; Francis.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Keller, K. L., Parameswaran, M. G., &amp; Jacob, I. (2022). Strategic Brand Management: Building, Measuring, and Managing Brand Equity. 5th ed. Pearson.</li><li>2. Kapferer, J-N. (2023). The New Strategic Brand Management: Creating and Sustaining Brand Equity Long Term. 6th ed. Kogan Page.</li><li>3. Holt, D. B. (2021). Cultural Strategy: Using Innovative Ideologies to Build Breakthrough Brands. Oxford University Press.</li><li>4. Guzmán, F., &amp; Davis, D. F. (2021). Brand Building and Digital Marketing: New Trends in Strategic Brand Management. Springer.</li><li>5. Balmer, J. M. T. (2019). Advances in Corporate Branding: Towards a New Era of Corporate Brand Management. Palgrave Macmillan.</li></ol> <p>Online Resources</p> <ol style="list-style-type: none"><li>1. Harvard Business Review – Brand Strategy Articles</li><li>2. Journal of Brand Management – Latest Research on Brand Strategy &amp; Consumer Perception</li><li>3. MDPI: Sustainability &amp; Branding – Corporate Branding and Consumer Sustainability Perceptions</li></ol>



		<p>4. American Marketing Association – Brand Equity and Management Insights 5. Digital Branding Institute – Trends in Digital Brand Strategy</p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGSM7705 Digital Marketing Analytics

### Module D : [MGSM7705]

1	<b>Title of Module/Title</b>	<b>Digital Marketing Analytics</b>
2	<b>Module/Unit Description</b>	The Digital marketing analytics module will equip students with necessary skills required to measure, analyse and interpret the digital marketing performance. Digital marketing analytics course is the foundational and basic course of digital marketing, and the knowledge of this course will be helpful for the learners in optimizing and connecting results across all digital marketing strategies. This course not only strengthens the conceptual knowledge of the students but also practical



		insights in improving their marketing strategies. This course will provide hands-on experience on analytics tools. This course will improve problem-solving and analytical skills of the students.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. deal with various types of complex data sets and collect knowledge from all those data sets to improve the digital marketing performance</li><li>2. supervise and streamline the reporting process by implementation of various analytics tools and methodologies</li><li>3. monitor and analyse the performance of web traffic, user behaviour and social media metrics to improvise the decision making</li><li>4. formulate digital marketing strategies and measure the returns on investment and effectiveness of digital campaigns</li><li>5. comply the data analytics and metrics in clear and persuasive manner so that it can be helpful for all the stakeholders</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: critically analyse the digital marketing analytics and apply the digital marketing analytics in marketing jobs and career.</p> <p>A2: list out the key performance indicators for measuring the effectiveness of digital marketing campaigns of the organization, apply google analytics and data visualization.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>B1: analyse digital marketing data and derive actionable insights for campaign optimization</p> <p>B2: employ digital marketing analytics tools to analyse the performance of digital marketing campaigns</p> <p>B3: plan and execute social media analytics, paid and earned media analytics within the marketing budget of the company</p>



		<p>B4: prepare reports on digital marketing campaigns and provide recommendations by conducting research using data and advanced investigation methods.</p>
		<p><b>Module-Specific Learner Skills</b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- design different types of digital marketing campaigns by applying keyword research tools like Google Keyword Planner, SEMrush</p> <p>C2- demonstrate efficiency and proficiency in creating SEO-friendly content by including keywords and optimizing proper readability</p> <p>C3- plan about SEM campaign platform setting, practice ad groups and select keywords, ad copy creation and performance management</p>
		<p><b>Module-Specific Digital Skills and Competences</b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● Google analytics for checking user behaviour</li><li>● Adobe analytics for reporting for web, social media and mobile data</li><li>● Creating online presentations</li><li>● Twitter analytics by analysing tweet performance and engagement rates</li><li>● SEO and SEM analytics</li><li>● Email marketing tools</li><li>● Working with Tableau for data visualization</li><li>● Getting knowledge of time-tracking and budgeting tools</li><li>● Online peer-to-peer Collaboration</li><li>● Automated marketing campaigns</li><li>● Tools for visualizing and managing the workforce</li><li>● Dealing with online challenges</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours - 30 Hours Self – Study Hours - 60 Hours



		Assessment Hours - 30 Hours
		Supervised Placement - 30 Hours and Practice Hours
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  Contact Hours delivered Face to Face
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources: <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol>



<b>Curriculum</b>	
Unit 1: Introduction to Digital Customer Experience <ul style="list-style-type: none"><li>1.1 Definition and Importance of Digital Customer Experience</li><li>1.2 Evolution of Customer Experience in the Digital Era</li><li>1.3 Key Elements of Digital Customer Experience</li></ul>	
Unit 2: Customer Behavior in the Digital Age <ul style="list-style-type: none"><li>2.1 Understanding Digital Customer Journeys</li><li>2.2 The Role of Digital Touchpoints</li><li>2.3 Impact of Social Media on Customer Experience</li></ul>	
Unit 3: Digital Transformation and Customer Experience <ul style="list-style-type: none"><li>3.1 The Role of Digital Transformation in Customer Experience</li><li>3.2 Case Studies of Successful Digital Customer Experience Transformations</li><li>3.3 Challenges and Opportunities in Digital Customer Experience</li></ul>	
Unit 4: Customer Data and Analytics <ul style="list-style-type: none"><li>4.1 Gathering and Analyzing Customer Data</li><li>4.2 Personalization through Data-Driven Insights</li><li>4.3 Predictive Analytics and Customer Experience</li></ul>	
Unit 5: Tools and Technologies for Digital Customer Experience <ul style="list-style-type: none"><li>5.1 Customer Relationship Management (CRM) Systems</li><li>5.2 Omni Channel Platforms and Integration</li><li>5.3 Emerging Technologies: AI, Chatbots, and VR/AR in Customer Experience</li></ul>	
Unit 6: Designing Seamless Digital Experiences <ul style="list-style-type: none"><li>6.1 User Experience (UX) and User Interface (UI) Design</li><li>6.2 Creating Consistent Cross-Channel Experiences</li><li>6.3 Best Practices in Digital Experience Design</li></ul>	
Unit 7: Personalization and Customer Engagement	



	<ul style="list-style-type: none"><li>● 7.1 Strategies for Personalizing Customer Interactions</li><li>● 7.2 Enhancing Customer Engagement through Digital Channels</li><li>● 7.3 Measuring the Impact of Personalization on Customer Satisfaction</li></ul> <p>Unit 8: Managing Customer Feedback and Expectations</p> <ul style="list-style-type: none"><li>● 8.1 Collecting and Analyzing Customer Feedback</li><li>● 8.2 Responding to Customer Needs and Expectations</li><li>● 8.3 Continuous Improvement of Digital Experiences</li></ul> <p>Unit 9: Building Customer Loyalty in the Digital Era</p> <ul style="list-style-type: none"><li>● 9.1 Strategies for Developing Customer Loyalty Programs</li><li>● 9.2 The Role of Trust and Transparency in Customer Relationships</li><li>● 9.3 Long-Term Customer Engagement Strategies</li></ul> <p>Unit 10: Future Trends in Digital Customer Experience</p> <ul style="list-style-type: none"><li>● 10.1 The Impact of AI and Machine Learning on Customer Experience</li><li>● 10.2 The Future of Customer Experience in a Hyper-Connected World</li><li>● 10.3 Preparing for Emerging Trends in Digital Customer Experience</li></ul>
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**Support:**

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.
5. In all cases, the turnaround time to resolve the query is within 3 working days.



		<p>6. All interactions take place via e-campus to maintain an adequate record of information.</p> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<p><b>Explain how this module/unit will be assessed.</b></p>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment. It bears 60% weightage. The nature of final assessment is the report submission in which the learner should develop a digital marketing campaign for a product/service. We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of</p>



		expectation from the assignment. The passing grades are 40% according to the defined rubrics.
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Sponder, M., Khan, G. F., &amp; Feroz, A. K. (2018). <i>Digital analytics for marketing</i>. New York: Routledge.</li><li>2. Chaffey, D., &amp; Smith, P. R. (2022). <i>Digital marketing excellence: planning, optimizing and integrating online marketing</i>. Routledge.</li><li>3. Palmatier, R. W., &amp; Sridhar, S. (2020). <i>Marketing strategy: Based on first principles and data analytics</i>. Bloomsbury Publishing.</li><li>4. Visser, M., Sikkenga, B., &amp; Berry, M. (2021). <i>Digital marketing fundamentals: From strategy to ROI</i>. Taylor &amp; Francis.</li></ol> <p>Supplementary Reading</p> <ul style="list-style-type: none"><li>• Vollrath, M. D., &amp; Villegas, S. G. (2022). Avoiding digital marketing analytics myopia: revisiting the customer decision journey as a strategic marketing framework. <i>Journal of Marketing Analytics</i>, 10(2), 106.</li><li>• Ghorbani, Z., Kargaran, S., Saberi, A., Haghbinasab, M., Jamali, S. M., &amp; Ale Ebrahim, N. (2021). Trends and patterns in digital marketing research: bibliometric analysis. <i>Journal of Marketing Analytics</i>, 1-15.</li><li>• Gupta, S., Leszkiewicz, A., Kumar, V., Bijmolt, T., &amp; Potapov, D. (2020). Digital analytics: Modeling for insights and new methods. <i>Journal of Interactive Marketing</i>, 51(1), 26-43.</li><li>• Cao, G., &amp; Tian, N. (2020). Enhancing customer-linking marketing capabilities using marketing analytics. <i>Journal of Business &amp; Industrial Marketing</i>, 35(7), 1289-1299.</li></ul>



		<ul style="list-style-type: none"><li>● Aljumah, A. I., Nuseir, M. T., &amp; Alam, M. M. (2021). Traditional marketing analytics, big data analytics and big data system quality and the success of new product development. <i>Business Process Management Journal</i>, 27(4), 1108-1125.</li></ul> <p>Recommended Journals</p> <ol style="list-style-type: none"><li>1. Journal of Digital &amp; Social Media Marketing – Covers trends in digital marketing, data analytics, and consumer insights.</li><li>2. International Journal of Marketing Studies (IJMS) – Open-access research on marketing analytics and digital strategies.</li><li>3. MDPI – Journal of Data &amp; Marketing Analytics – Studies on AI, big data, and marketing intelligence.</li><li>4. Harvard Business Review – Digital Marketing Insights – Case studies and expert articles on data-driven marketing.</li><li>5. Google Scholar Open-Access Papers – Search for "Digital Marketing Analytics" to find free full-text academic papers.</li></ol> <p>Final Note</p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to</p>
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		apply your learning in real-world settings and foster deeper engagement with the subject matter.
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## MGAF7501 Investment Analysis

Module D : [MGAF7501]		
1	Title of Module/Title	Investment Analysis
2	<b>Module/Unit Description</b>	<p>The Investment Analysis course is an integral part of the MBA program, focusing on the critical evaluation of investment opportunities and the strategic management of investment portfolios. It will provide an understanding about different types of bonds, equities and securities, regulations in security trading and enhance their knowledge on forwards, contracts and derivatives. This course provides students with the knowledge and analytical tools needed to assess various asset classes, including equities, fixed income, derivatives, and alternative investments. Through a combination of theoretical frameworks and practical applications, students will learn how to analyze financial statements, evaluate risk and return, and make informed investment decisions in both domestic and international markets.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. analyse the financial statements and instruments of the organization and analyse investment opportunities and connected risks and returns</li><li>2. comply with the existing financial regulations and financial environment in the country to make sure all the investment activities are legal and ethical in nature.</li><li>3. collaborate with all the team members in the organization to make better decisions related to finance and investment.</li><li>4. advise the team on policies and procedures relating to the trading of securities and new issues in world markets.</li></ol>



		<p>5. guide different stakeholders about the taxation policies and financial market so that they can make better financial decisions.</p>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: define key terms related to trading, securities, taxation, investment and portfolio diversification and demonstrate a deep understanding of their interrelationships in investment analysis.</p> <p>A2: list and critically analyze the functions of the portfolio management process and steps involved in doing investment analysis and its application in various investment contexts.</p> <p>A3: identify the procedures, policies and challenges in the securities market, assessing their impact on international investment strategies and the risks involved.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: designing different types of financial models to forecast the financial goals and help to mitigate risks through diversification and hedging strategies.</p> <p>B2: plan policies and procedures relating to trading of the securities and new issues in the world market, considering the regulatory, economic, and ethical implications.</p> <p>B3: prepare detailed reports and presentations on investment theories and use of securities, synthesizing complex data into actionable insights for stakeholders.</p> <p>B4: plan and operate in international markets keeping in mind the financial risks, those risks can be mitigated by adopting hedging and speculations</p> <p><b>Module-Specific Learner Skills</b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- apply financial models to assess the value of company assets, and use the insights derived to make informed, strategic investment decisions in alignment with organizational goals and financial objectives.</p> <p>C2- analyse and interpret the taxation policies of different nations and devise strategies that maximize tax efficiency and</p>



	<p>comply with local tax laws while optimizing international investments.</p> <p>C3- Demonstrate the ability in using financial software tools to conduct detailed analysis, perform forecasting, and evaluate investment opportunities across diverse asset classes.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• dealing with different learning platforms effectively to engage with the course content, collaborate with peers, and participate in interactive learning activities related to investment analysis.</li><li>• use the Office package or comparable office software (e.g., Excel, Word, PowerPoint) for data analysis, reporting, and creating investment presentations and financial reports.</li><li>• create online presentations using digital tools (e.g., PowerPoint, Google Slides) to clearly communicate investment strategies, risk assessments, and financial models.</li><li>• conduct independent online research to explore market trends, financial theories, regulatory changes, and innovations in investment analysis and financial tools.</li><li>• utilize video conferencing systems (e.g., Zoom, Teams) to collaborate with peers, industry experts, or advisors to discuss market conditions and exchange investment ideas.</li><li>• scan, print, and upload online documents and reports related to financial analysis, investment plans, and research findings for submission or peer review.</li><li>• work with e-book readers to access and study relevant academic materials, including textbooks and peer-reviewed articles related to investment analysis.</li><li>• use plagiarism detection software to ensure academic integrity and originality in investment-related research papers and presentations.</li><li>• engage in online peer-to-peer collaboration using platforms like WhatsApp, Skype, Teams, etc., to discuss investment theories, financial modeling, and other relevant topics.</li><li>• independently organize student InterVision meetings on online platforms to facilitate collaborative learning</li></ul>
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		<p>and discussion about investment strategies and market trends.</p> <ul style="list-style-type: none"><li>use citation software to properly reference sources, ensuring academic rigor and compliance with citation standards in investment analysis reports and presentations</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span></p> <p>Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span></p> <p>Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span></p> <p>Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span></p>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<p><input type="checkbox"/> 100% Face to Face</p> <p><input checked="" type="checkbox"/> 100% Online</p> <p><input type="checkbox"/> Blended Learning Point D9 is required to be filled in.</p> <p><input type="checkbox"/> Work Based Learning</p>
9	<b>Blended Learning</b>	<p>Contact Hours delivered online. <span style="border: 1px solid black; padding: 2px; text-align: center;">%</span></p> <p>Contact Hours delivered Face to Face <span style="border: 1px solid black; padding: 2px; text-align: center;">%</span></p>



10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1: Types of securities Bonds Pricing Bonds Equities Equity Evaluation</p> <p>Unit 2: Securities and characteristics Types of securities Characteristics of securities Synthetic securities</p> <p>Unit 3: Regulations of securities trading Derivatives Forward Contracts Financial futures</p> <p>Unit 4: Financial options Characteristics Operation of options markets Types of option Option pricing Warrants Convertible</p> <p>Unit 5: Investment theories and motives</p>



	<p>Motives for investment- Risk &amp; Return, Pricing security Markets and investors</p> <p><b>Unit 6: Taxation</b></p> <ul style="list-style-type: none"><li>Income tax</li><li>Capital gains tax</li><li>Inheritance</li><li>Corporation tax</li><li>Sales tax</li><li>Value Added Tax (VAT)</li><li>Progressive v Regressive taxation</li></ul> <p><b>Unit 7: Principles of Taxation</b></p> <ul style="list-style-type: none"><li>Principle of simplicity</li><li>Principle of convenience</li><li>Principle of certainty</li><li>Principle of equality</li></ul> <p><b>Unit 8: How to mitigate financial risks</b></p> <ul style="list-style-type: none"><li>Hedging</li><li>Speculation</li><li>Arbitrage</li></ul> <p><b>Unit 9: Portfolio Management</b></p> <ul style="list-style-type: none"><li>Functions of portfolio management</li><li>Active and passive portfolio management</li><li>Portfolio performance measurement</li></ul> <p><b>Unit 10: Managing Client Portfolios</b></p> <ul style="list-style-type: none"><li>The Capital Asset Pricing Model</li><li>The Arbitrage Pricing Model</li><li>Implications for investment strategy</li><li>Portfolio management</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol>
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		<p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.</p> <p>End of the module assessment is the final assessment of 60% weightage. The nature of final assessment will be presentation and report. The word limit will be 2500 for the report.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>



	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Laopodis, N. T. (2020). Understanding investments: Theories and strategies. Routledge.</li><li>2. Magni, C. A. (2020). Investment decisions and the logic of valuation (Vol. 689). Springer International Publishing.</li><li>3. Kevin, S. (2022). Security analysis and portfolio management. PHI Learning Pvt. Ltd.</li></ol> <p>Supplementary Reading</p> <ul style="list-style-type: none"><li>• Lee, C. F. (2024). Introduction to Investment Analysis, Portfolio Management, and Financial Derivatives. In Handbook of Investment Analysis, Portfolio Management, and Financial Derivatives: In 4 Volumes (pp. 1-68).</li><li>• Oliinyk, V., &amp; Kozmenko, O. (2019). Optimization of investment portfolio management. Serbian Journal of Management, 14(2), 373-387.</li><li>• Pavolova, H., BAKALÁR, T., KYŠEL'A, K., Klimek, M., Hajduova, Z., &amp; Zawada, M. (2021). The analysis of investment into industries based on portfolio managers. Acta Montanistica Slovaca, 26(1).</li></ul> <p>Recommended Journals</p> <ol style="list-style-type: none"><li>1. Journal of Investment Management (JOIM)</li><li>2. Journal of Portfolio Management (JPM)</li><li>3. Financial Analysts Journal (FAJ)</li><li>4. Review of Financial Studies (RFS)</li><li>5. Journal of Financial Economics (JFE)</li></ol> <p>Final Note</p>



		<p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGAF7502 Corporate Reporting

### Module D : [MGAF7502]

1	<b>Title of Module/Title</b>	<b>Corporate Reporting</b>
2	<b>Module/Unit Description</b>	<p>The Corporate Reporting course is a fundamental component of the MBA program, designed to provide students with a comprehensive understanding of the principles, practices, and regulatory requirements of corporate financial reporting. This course delves into the preparation and interpretation of financial statements, focusing on how they reflect the financial health and performance of a company. Students will explore various reporting frameworks, including International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles (GAAP), while also considering the ethical implications and corporate governance aspects of financial reporting. The course aims to equip students with the skills needed to critically analyze financial information, ensuring transparency and accountability in corporate reporting.</p> <p>Through this module, the learners not only learn about financial theories, but they can also improve their qualitative</p>



		and quantitative analysis. This module will also improve their interpretation of financial data. They can review and understand the financial regulations.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. apply the right type of accounting and finance regulatory framework in different business organisations.</li><li>2. comply with correct accounting concepts, theories and principles to ensure better transparency and legality in the processes</li><li>3. guide the junior managers and staff people on how to prepare accounting information in adherence to reporting standards and procedures.</li><li>4. adhere to policies, practices and regulations related to corporate accounting, it will help in developing accurate reports as well</li><li>5. collaborate with auditors and several regulatory bodies on discrepancies and challenges occurred in making financial reports</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: define the key terms related to corporate reporting such as investment decisions, business decisions, financial statements and disclosures</p> <p>A2: draw the flowcharts and diagrams based on financial information and find out the relationship between different types of financial reports</p> <p>A3: recall the importance of the corporate accounting process and practices to maximise the internal and external stakeholders' wealth.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: plan and structure the corporate reports in such a manner that those reports should be in adherence with accounting principles and concepts.</p> <p>B2: create cash flow statements and other financial statements that should provide a sound view of a company's financial health.</p>



		<p>B3: present proficiency in global accounting and finance standards, these skills will help in diversifying the organization's business.</p> <p>B4: operate on various reporting frameworks like IFRS or GAAP, this will ensure compliance and accuracy in corporate reporting.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- apply the global accounting principles and framework such as GAAP or IFRS, to maintain transparency and accuracy in corporate reporting.</p> <p>C2- practice the financial data analysis by identifying the identifying the regular trends and anomalies</p> <p>C3- demonstrate the ability to prepare the cohesive accounting information report and cash flow statements</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● Gain proficiency in financial reporting such as SAP and oracle</li><li>● Advance skills in Microsoft excel or google sheets</li><li>● Create online presentations</li><li>● Learn to use business intelligence and tableau</li><li>● Use of various video conferencing systems</li><li>● Operate accounting software such as QuickBooks and sage</li><li>● Design and manage standardized report</li><li>● Communicate with virtual teams through zoom and other software</li><li>● Online peer-to-peer Collaboration</li><li>● Create dashboards and visual reports.</li><li>● Data analysis software like R or Python</li><li>● Big data analytics platform</li><li>● Use of sound transmission and camera on computer</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6



6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span>
		Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span>
		Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span>
		Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <span style="border: 1px solid black; padding: 2px; text-align: center;">%</span>  Contact Hours delivered Face to Face  <span style="border: 1px solid black; padding: 2px; text-align: center;">%</span>
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources: <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li></ol>



	<p>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</p> <p>4. Unit-wise assessment which is multiple choice questions.</p> <p>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</p> <p>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</p> <p><b>Curriculum</b></p> <p>Unit 1: Introduction to Corporate Reporting</p> <ul style="list-style-type: none"><li>• 1.1 Purpose and Importance of Corporate Reporting</li><li>• 1.2 Overview of Financial Reporting Frameworks</li><li>• 1.3 Key Stakeholders in Corporate Reporting</li></ul> <p>Unit 2: Financial Statements and Reporting</p> <ul style="list-style-type: none"><li>• 2.1 Understanding the Balance Sheet</li><li>• 2.2 Income Statement and Profitability Analysis</li><li>• 2.3 Cash Flow Statement and Liquidity Management</li></ul> <p>Unit 3: Regulatory Frameworks and Standards</p> <ul style="list-style-type: none"><li>• 3.1 International Financial Reporting Standards (IFRS)</li><li>• 3.2 Generally Accepted Accounting Principles (GAAP)</li><li>• 3.3 Key Differences Between IFRS and GAAP</li></ul> <p>Unit 4: Accounting Policies and Their Impact</p> <ul style="list-style-type: none"><li>• 4.1 Revenue Recognition and Reporting</li><li>• 4.2 Asset Valuation and Depreciation</li><li>• 4.3 Liabilities and Contingencies Reporting</li></ul> <p>Unit 5: Consolidated Financial Statements</p> <ul style="list-style-type: none"><li>• 5.1 Concepts and Principles of Consolidation</li><li>• 5.2 Preparing Consolidated Financial Statements</li><li>• 5.3 Equity Method and Non-Controlling Interests</li></ul> <p>Unit 6: Corporate Governance and Reporting</p> <ul style="list-style-type: none"><li>• 6.1 Role of Corporate Governance in Financial Reporting</li></ul>
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	<ul style="list-style-type: none"><li>● 6.2 Internal Controls and Audit Functions</li><li>● 6.3 Reporting on Corporate Social Responsibility (CSR)</li></ul> <p>Unit 7: Ethics in Corporate Reporting</p> <ul style="list-style-type: none"><li>● 7.1 Ethical Considerations in Financial Reporting</li><li>● 7.2 Managing Conflicts of Interest</li><li>● 7.3 Case Studies on Ethical Dilemmas in Reporting</li></ul> <p>Unit 8: Emerging Issues in Corporate Reporting</p> <ul style="list-style-type: none"><li>● 8.1 Integrated Reporting and Sustainability</li><li>● 8.2 Digital Transformation in Financial Reporting</li><li>● 8.3 Global Trends and Future Directions</li></ul> <p>Unit 9: Financial Analysis and Interpretation</p> <ul style="list-style-type: none"><li>● 9.1 Ratio Analysis and Performance Metrics</li><li>● 9.2 Trend Analysis and Benchmarking</li><li>● 9.3 Interpretation of Financial Statements for Decision-Making</li></ul> <p>Unit 10: Communicating Financial Information</p> <ul style="list-style-type: none"><li>● 10.1 Best Practices in Financial Reporting Disclosure</li><li>● 10.2 Investor Relations and Reporting</li><li>● 10.3 Preparing and Presenting Annual Reports</li></ul>
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#### **Support:**

In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:

1. Student Success Manager: is the first point of contact for every student for any query.
2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.
3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.
4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.
5. In all cases, the turnaround time to resolve the query is within 3 working days.
6. All interactions take place via e-campus to maintain an adequate record of information.



		<p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.</p> <p>End of the module assessment is the final assessment of 60% weightage. The nature of final assessment is the report submission. The report can be a consultancy report on real organisation and the word limit of the report will be between 2500 words.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to attend a viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>



	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ul style="list-style-type: none"><li>• Vernimmen, P., Quiry, P., &amp; Le Fur, Y. (2022). Corporate finance: theory and practice. John Wiley &amp; Sons.</li><li>• Schroeder, R. G., Clark, M. W., &amp; Cathey, J. M. (2022). Financial accounting theory and analysis: text and cases. John Wiley &amp; Sons.</li></ul> <p>Supplementary Reading</p> <ul style="list-style-type: none"><li>• Lombardi, R., &amp; Secundo, G. (2021). The digital transformation of corporate reporting—a systematic literature review and avenues for future research. <i>Meditari Accountancy Research</i>, 29(5), 1179-1208.</li><li>• Zhang, X. (2021). Corporate accounting information disclosure based on FPGA and neural network. <i>Microprocessors and Microsystems</i>, 83, 103973</li><li>• Olojede, P., &amp; Erin, O. (2021). Corporate governance mechanisms and creative accounting practices: the role of accounting regulation. <i>International Journal of Disclosure and Governance</i>, 18(3), 207-222.</li><li>• Grossi, G., Kallio, K. M., Sargiacomo, M., &amp; Skoog, M. (2020). Accounting, performance management systems and accountability changes in knowledge-intensive public organizations: a literature review and research agenda. <i>Accounting, Auditing &amp; Accountability Journal</i>, 33(1), 256-280</li></ul> <p>Recommended Journals</p> <ol style="list-style-type: none"><li>1. Journal of Accounting and Economics</li><li>2. Journal of Accounting Research</li><li>3. Accounting, Organizations and Society</li><li>4. Accounting Review</li><li>5. Journal of International Financial Management and Accounting</li></ol>



	<p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGAF7503 Derivatives and Financial Risk Management

Module D : [MGAF7503]		
1	Title of Module/Title	Derivatives and Financial Risk Management
2	<b>Module/Unit Description</b>	<p>The course aims to provide a comprehensive understanding of derivatives, including futures, options, swaps, and forwards, equipping students with the knowledge of their characteristics and uses. It focuses on developing students' skills in pricing and valuing derivatives using theoretical models like Black-Scholes and binomial models. A key objective is to enhance students' understanding of financial risk management principles, teaching them to apply hedging, speculation, and arbitrage strategies effectively.</p> <p>The course emphasises practical application, offering hands-on experience with financial software to simulate and manage derivative portfolios. It aims to develop students' analytical and critical thinking skills, enabling them to</p>



		evaluate the effectiveness of risk management strategies and assess the impact of market conditions on derivative pricing.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. apply pricing models to calculate the value of derivatives.</li><li>2. develop and implement hedging strategies using futures, options, and swaps.</li><li>3. use financial software to simulate and manage derivative portfolios.</li><li>4. conduct scenario analysis and stress testing to evaluate risk management strategies.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: critically assess the fundamental concepts and types of derivatives (futures, options, swaps, etc.) and their respective applications in financial markets.</p> <p>A2: Comprehend the pricing models for derivatives, including the Black-Scholes model and binomial models, considering their limitations and assumptions in real-world financial environments.</p> <p>A3: formulate strategies for hedging, speculation, and arbitrage using derivatives, critically evaluating their effectiveness and risks in different market conditions.</p> <p>A4: synthesise the role of derivatives in risk management and how they can be used to mitigate financial risks, within complex organizational structures.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: design, develop, and apply quantitative models to analyze and value derivative instruments, applying critical thinking to evaluate their practical limitations and reliability in real-world contexts.</p> <p>B2: conduct empirical research to evaluate the effectiveness of different derivative-based risk management strategies, synthesizing relevant financial data to inform evidence-based decision-making.</p>



		<p>B3: critically assess the impact of market conditions on derivative pricing and risk management.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- conduct original research to identify and assess the impact of global financial events on derivative pricing and risk management strategies, producing new knowledge on market dynamics.</p> <p>C2- apply ethical frameworks to evaluate the social, environmental, and economic consequences of financial risk management decisions involving derivatives, promoting sustainability and ethical practices in global markets.</p> <p>C3- design and implement evidence-based research methodologies to investigate the financial risk implications of derivatives and present findings to stakeholders, showcasing advanced investigative methods.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● use statistical and financial modeling software (e.g., R, SAS, MATLAB) to design and evaluate derivative pricing models, while reflecting on the environmental and social implications of financial risks.</li><li>● utilize platforms like Bloomberg or Reuters to conduct comprehensive financial market analysis, incorporating ethical decision-making processes when analyzing market trends or pricing derivatives.</li><li>● create strategic reports that not only assess derivative pricing and risk but also critically analyze the social and environmental impact of the decisions made, fostering a culture of responsibility and sustainability in financial management.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6



6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span>
		Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span>
		Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span>
		Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <span style="border: 1px solid black; padding: 2px; text-align: center;">%</span>  Contact Hours delivered Face to Face  <span style="border: 1px solid black; padding: 2px; text-align: center;">%</span>
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources: <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li></ol>



	<p>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</p> <p>4. Unit-wise assessment which is multiple choice questions.</p> <p>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</p> <p>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</p> <p><b>Curriculum</b></p> <p><b>Introduction to Derivatives</b></p> <ul style="list-style-type: none"><li>● Overview of derivative markets</li><li>● Types of derivatives: futures, options, swaps, forwards</li></ul> <p><b>Unit 2: Futures and Forwards</b></p> <ul style="list-style-type: none"><li>● Mechanics of futures markets</li><li>● Pricing futures and forwards</li><li>● Hedging strategies using futures and forwards</li><li>● Case studies and practical example</li></ul> <p><b>Unit 3: Options</b></p> <ul style="list-style-type: none"><li>● Basic properties and types of options</li><li>● Option pricing models: Black-Scholes, binomial models</li><li>● Greeks and risk measures</li><li>● Options trading strategies: spreads, straddles, strangles</li><li>● Case studies and practical examples</li></ul> <p><b>Unit 4: Swaps</b></p> <ul style="list-style-type: none"><li>● Interest rate swaps</li><li>● Currency swaps</li><li>● Commodity swaps</li><li>● Pricing and valuation of swaps</li><li>● Applications of swaps in risk management</li></ul> <p><b>Unit 5: Hedging and Risk Management</b></p> <ul style="list-style-type: none"><li>● Principles of hedging</li><li>● Hedging with futures and forwards</li></ul>
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	<ul style="list-style-type: none"><li>• Hedging with options and swaps</li><li>• Delta hedging and portfolio insurance</li><li>• Scenario analysis and stress testing</li></ul> <p><b>Unit 6: Advanced Derivative Pricing</b></p> <ul style="list-style-type: none"><li>• Exotic options</li><li>• Credit derivatives</li><li>• Real options</li><li>• Monte Carlo simulation for derivative pricing</li><li>• Practical applications and case studies</li></ul> <p><b>Unit 7: Regulatory and Ethical Considerations</b></p> <ul style="list-style-type: none"><li>• Overview of derivative market regulation</li><li>• Ethical issues in derivative trading and risk management</li><li>• Impact of regulation on derivative markets and risk management practices</li></ul> <p><b>Unit 8: Working Cases</b></p> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units,</li></ol>
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		<p>and the final evaluation and acquires a pass score, he/she progresses to the next module.</p> <p>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</p>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment of 60% weightage. The nature of final assessment is a business report aimed at developing a comprehensive financial strategy that addresses global risks and opportunities. The word limit will be 2500 words.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>



12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p>Core Reading List</p> <ol style="list-style-type: none"><li>1. Eun, C. S., Resnick, B. G., &amp; Chuluun, T. (2021). International financial management. McGraw-Hill.</li><li>2. Palepu, K. G., Healy, P. M., Wright, S., Bradbury, M., &amp; Coulton, J. (2020). Business analysis and valuation: Using financial statements. Cengage AU.</li><li>3. Henry, A. (2021). Understanding strategic management. Oxford University Press.</li><li>4. Pearlson, K. E., Saunders, C. S., &amp; Galletta, D. F. (2024). Managing and using information systems: A strategic approach. John Wiley &amp; Sons.</li></ol> <p>Supplementary Reading</p> <ol style="list-style-type: none"><li>1. Alabdullah, T. T. Y., Ahmed, E. R., Almashhadani, M., Yousif, S. K., Almashhadani, H. A., Almashhadani, R., &amp; Putri, E. (2021). How Significantly to Emerging Economies Benefit From Board Attributes and Risk Management in Enhancing Firm Profitability. <i>Journal of accounting science</i>, 5(2), 104-113.</li><li>2. Olayinka, A. A. (2022). Financial statement analysis as a tool for investment decisions and assessment of companies' performance. <i>International Journal of Financial, Accounting, and Management</i>, 4(1), 49-66.</li><li>3. Rejeb, A., Rejeb, K., &amp; Keogh, J. G. (2021). Cryptocurrencies in modern finance: a literature review. <i>Etikonomi</i>, 20(1), 93-118.</li><li>4. Bollaert, H., Lopez-de-Silanes, F., &amp; Schwienbacher, A. (2021). Fintech and access to finance. <i>Journal of corporate finance</i>, 68, 101941.</li></ol> <p>Recommended Journals</p> <ol style="list-style-type: none"><li>1. Journal of Derivatives</li><li>2. Journal of Financial Economics</li><li>3. Journal of Risk and Financial Management</li><li>4. Financial Analysts Journal</li><li>5. Journal of Financial and Quantitative Analysis</li></ol> <p>Final Note</p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual</p>



		<p>Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGAF7504 Fintech & Financial Analytics

Module D : [MGAF7504]		
1	Title of Module/Title	Fintech & Financial Analytics
2	<b>Module/Unit Description</b>	<p>Fintech, as the word suggests, has been made from two simple words i.e. Financial and Technology. It refers to the services related to the financial sector provided with the help of technology. Various methods can be used for loan borrowing/lending, insurance, payments, purchases, online shopping, online investment etc. this course would help the learners to learn the latest digital technology that are prevalent in the market. Companies, now – a - days are using many digital methods for payments and transactions which help in saving the time and cost of individuals and companies. Learners would be able to learn all the techniques for the same.</p> <p>This course covers analytical tools and innovations in finance that solve practical problems. The objective is to connect theory with practice by building models, testing them with data, and using them for financial decision making.</p>



3 Learning Outcomes	
3.1	<b>Competences</b>  At the end of the module/unit the learner will have acquired the responsibility and autonomy to: 1. apply theories, concepts and relevant technology to study problems in finance 2. develop and recommend viable models to analyse and solve problems in accounting and finance. 3. evaluate, implement, assess, and troubleshoot recommendations. 4. critically evaluate the fundamental principles of financial technology (Fintech) and its impact on the financial services industry, including emerging trends such as blockchain, cryptocurrencies, and AI-driven financial solution
3.2	<b>Knowledge</b>  At the end of the module/unit the learner will have been exposed to the following:  A1: comprehend the various aspects of financing and define investing strategies. A2: conduct empirical analysis of financial time series and returns on financial assets. Apply methods for evaluating marginal distributions of financial returns using real data. A3: estimate and test asset pricing models using real financial data. Implement the CAPM and factor pricing regressions using statistical software. Analyze and interpret the results of asset pricing models in practical applications. A4: gather deep knowledge about the functioning of various methods of finance planning at macro level through digitalization. A5: understand about the various ways through which safe and long term savings can be done through online methods.
3.3	<b>Skills</b>  At the end of the module/unit the learner will have acquired the following skills: B1: develop various alternatives through which payments can be done and analyse its efficiency using data gathering from reliable sources. B2: analyse and evaluate the impact of emerging Fintech innovations on traditional financial systems, identifying key trends and potential disruptions.



		<p>B3: conduct empirical analysis of financial time series and returns on financial assets. Apply methods for evaluating marginal distributions of financial returns using real data.</p> <p><b>Module-Specific Learner Skills</b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- develop the analytical skills of the firm with the use of latest technology C2- critically evaluate the projects by testing through different methods especially digital methods C3- plan financial transactions using forecasts and analytics</p> <p><b>Module-Specific Digital Skills and Competences</b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Advance financial analytics by Bloomberg Terminal</li><li>• Develop automated financial solutions using language like Python</li><li>• Creating online presentations</li><li>• Make strategic reports by using software</li><li>• Demand forecasting software</li><li>• Simulation and scenario analysis</li><li>• ERP planning for integrating financial data</li><li>• Using plagiarism software</li><li>• Online peer-to-peer Collaboration</li><li>• Communication and collaboration platforms</li><li>• Financial planning and analysis tools</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours <input type="text" value="30"/></p> <p>Self – Study Hours <input type="text" value="60"/></p>



		Assessment Hours <div style="border: 1px solid black; padding: 2px; text-align: center;">30</div>
		Supervised Placement and Practice Hours <div style="border: 1px solid black; padding: 2px; text-align: center;">30</div>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online. <div style="border: 1px solid black; padding: 2px; text-align: center;">%</div> Contact Hours delivered Face to Face <div style="border: 1px solid black; padding: 2px; text-align: center;">%</div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an</li></ol>



	<p>application-based assignment which could be either a project or a case study or a report or any other form of written submission.</p> <p><b>Curriculum</b></p> <p><b>Unit 1: Course Overview &amp; Efficient Market Hypothesis</b></p> <ul style="list-style-type: none"><li>• Describe random walk</li><li>• Test random walk hypothesis</li></ul> <p><b>Unit 2: Behavioural Finance</b></p> <ul style="list-style-type: none"><li>• Review behavioral finance basics</li><li>• Test overreaction hypothesis</li></ul> <p><b>Unit 3: Event Studies</b></p> <ul style="list-style-type: none"><li>• Conduct event studies</li><li>• Test underreaction hypothesis</li></ul> <p><b>Unit 4: Monte Carlo Simulation</b></p> <ul style="list-style-type: none"><li>• Calculate option prices</li><li>• Simulate optimal portfolio weights</li></ul> <p><b>Unit 5: Modern Portfolio Theory</b></p> <ul style="list-style-type: none"><li>• Review optimal portfolio choice</li><li>• Calculate the optimal portfolio weights analytically</li></ul> <p><b>Unit 6: AI in Finance</b></p> <ul style="list-style-type: none"><li>• Review machine learning basics</li><li>• Predict corporate bankruptcy</li></ul> <p><b>Unit 7: Factor Models</b></p> <ul style="list-style-type: none"><li>• Discuss factor models</li><li>• Discuss AI use cases in financial services</li></ul> <p><b>Unit 8: Blockchain in Finance</b></p> <ul style="list-style-type: none"><li>• Explain cryptography</li><li>• Discuss blockchain mechanics and cryptocurrency</li></ul> <p><b>Unit 9: Fintech</b></p> <ul style="list-style-type: none"><li>• Discuss strategic responses and real option framework</li><li>• Discuss blockchain in financial services</li></ul> <p><b>Unit 10: Fintech in Accounting</b></p> <ul style="list-style-type: none"><li>• Contemporary cases of transformation of Accounting services using FinTech</li></ul> <p><b>Support:</b></p>
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		<p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.</p> <p>End of the module assessment is the final assessment of 60% weightage. The nature of final assessment is the report submission. The final assessment will be a Case Study Analysis of 2500 words.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p>



		<p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Narayan, P. K., &amp; Sharma, R. (2021). Fintech: The New Digital Revolution in Financial Services. Springer.</li><li>2. Gomber, P., Kauffman, R. J., Parker, C., &amp; Weber, B. W. (2020). Digital Finance: Financial Markets and the FinTech Revolution. Springer.</li><li>3. Zohar, O., &amp; Sadeh, A. (2020). Blockchain Technology for Finance: A Comprehensive Guide to the Application of Blockchain in Financial Services. Wiley.</li><li>4. Agrawal, A., Gans, J. S., &amp; Goldfarb, A. (2020). Prediction Machines: The Simple Economics of Artificial Intelligence. Harvard Business Review Press.</li><li>5. Arner, D. W., Barberis, J., &amp; Buckley, R. P. (2020). Fintech, Regulation, and the Law. Routledge.</li></ol> <p><b>Supplementary Reading List:</b></p>



		<ol style="list-style-type: none"><li>1. Chiu, I. H. Y., &amp; Al-Tamimi, H. M. (2021). <i>The Role of Blockchain Technology in Digital Financial Markets</i>. Oxford University Press.</li><li>2. Narayan, P. K., &amp; Sharma, R. (2021). <i>Blockchain and Financial Technologies</i>. Springer.</li><li>3. Liu, B., &amp; Lee, C. C. (2020). <i>Machine Learning for Financial Engineering and Risk Management</i>. Wiley.</li><li>4. Dastgir, M., &amp; Kaul, S. (2020). <i>Artificial Intelligence in Finance and Financial Analytics: Transforming the Financial Sector</i>. Springer.</li></ol> <p><b>Recommended Journals</b></p> <ol style="list-style-type: none"><li>1. <i>Journal of Financial Technology</i></li><li>2. <i>FinTech: Research, Practice, and Policy</i></li><li>3. <i>Journal of Financial Data Science</i></li><li>4. <i>Financial Innovation</i></li><li>5. <i>Journal of Risk and Financial Management</i></li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGAF7505 Strategic Audit



Module D : [MGAF7505]

1	<b>Title of Module/Title</b>	<b>Strategic Audit</b>
2	<b>Module/Unit Description</b>	The Strategic Audit course is a pivotal element of the MBA program, designed to provide students with a comprehensive understanding of the strategic audit process as a tool for evaluating and enhancing organizational performance. This course delves into the methodologies and frameworks used in conducting strategic audits, emphasizing the alignment between a company's strategic objectives and its operational execution. Students will learn to systematically assess internal and external environments, identify strategic issues, and recommend actionable strategies to drive competitive advantage. The course equips students with the analytical skills required to conduct thorough strategic audits and the ability to synthesize audit findings into coherent strategic plans.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: <ol style="list-style-type: none"><li>1. critically analyze and evaluate a company's strategic position.</li><li>2. identify and address strategic issues within an organization.</li><li>3. develop proficiency in conducting and managing the strategic audit process.</li><li>4. make informed and strategic business decisions.</li><li>5. present audit findings and strategic recommendations effectively.</li></ol>
3.2	<b>Knowledge</b>	At the end of the module/unit the learner will have been exposed to the following: <p>A1: critically evaluate the purpose and scope of strategic auditing within the context of business management, highlighting its role in supporting organizational performance and long-term sustainability.</p> <p>A2: analyze internal and external factors affecting organizational performance, utilizing strategic audit frameworks to assess the business environment, competitive landscape, and operational effectiveness.</p>



		<p>A3: synthesize and apply various strategic audit tools, techniques, and frameworks (e.g., SWOT, PESTLE, Balanced Scorecard), critically assessing their applicability in different organizational contexts.</p> <p>A4: evaluate the implications of audit findings for strategic planning and decision-making, considering ethical, social, and environmental factors, and recommend strategies to optimize performance while maintaining corporate responsibility.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: create audit plans and processes that address the key risks and ensure the coverage of the company's objectives and goals. Consider ethical implications and sustainability issues in risk identification and management.</p> <p>B2: plan the auditing process which include holding and open meeting, drafting the report, and discussing audit strategy</p> <p>B3: perform analysis on various audit software to perform in-depth analyses, identify performance gaps, and recommend improvements in organizational processes.</p> <p><b>Module-Specific Learner Skills</b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- evaluate the company's performance and applicability of internal processes by applying proper audit tests</p> <p>C2- apply audit frameworks so that it can be verified whether the organization adheres to the laws, regulations and industry standards</p> <p>C3- demonstrate the proficiency in using audit software tools for analysis of financial data</p> <p><b>Module-Specific Digital Skills and Competences</b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Audit software like ACL, IDEA or TeamMate</li><li>• Develop skills on data analysis tools like Tableau</li><li>• Advance function in Microsoft excels or Google sheet</li><li>• Risk Management assessment tools</li><li>• Use of various video conferencing systems</li><li>• Leverage data management systems</li><li>• Learn to design and maintain audit documentation</li><li>• Utilize statistical tools like SAS or SPSS</li><li>• Online peer-to-peer Collaboration</li></ul>



		<ul style="list-style-type: none"><li>• Communicating via WhatsApp Skype Teams etc.</li><li>• Generate audit reports</li><li>• Compliance software for auditing standards</li><li>• Data analytics and visualization</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table border="1"><tr><td>0%</td></tr></table> Contact Hours delivered Face to Face  <table border="1"><tr><td>0%</td></tr></table>	0%	0%						
0%										
0%										



10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1: Regulatory environment of auditing process</p> <ul style="list-style-type: none"><li>● Laws</li><li>● Rules and regulation</li><li>● Professional conduct</li><li>● Rules of professional conduct- Integrity, confidentiality, competency</li></ul> <p>Unit 2: Legal and Professional requirement</p> <ul style="list-style-type: none"><li>● Responsibilities of internal auditors</li><li>● Impact of global financial crisis</li><li>● Legal and professional requirements in auditing</li></ul> <p>Unit 3: Auditing process and strategy</p> <ul style="list-style-type: none"><li>● Requesting documents</li><li>● Preparing an audit plan</li><li>● Holding an open meeting</li><li>● Drafting a report</li><li>● End meeting – to discuss the report.</li><li>● Audit Strategy</li><li>● Audit Plan</li></ul> <p>Unit 4: Audit risk</p> <ul style="list-style-type: none"><li>● Inherent risk</li><li>● Control risk</li><li>● Detection risk</li><li>● Audit risk model</li><li>● Auditor report</li></ul> <p>Unit 5: Financial audit</p>
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		<ul style="list-style-type: none"><li>• Importance of financial audit</li><li>• Link between account preparation and the audit conducted</li></ul> <p>Unit 6: Current development in auditing</p> <ul style="list-style-type: none"><li>• Current and future audit services</li><li>• Internationalisation of accounting</li><li>• auditing standards</li><li>• Role of information technology in the audit process</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.



		<p>End of the module assessment is the final assessment of 60% weightage. The nature of final assessment will be the development of a Comprehensive Strategic Audit Report. The assessment will be a research proposal of word limit 2500. We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Knechel, W. R., &amp; Salterio, S. (2019). Auditing: Assurance and Risk. Routledge.</li><li>2. Griffiths, P. (2020). Risk-Based Auditing. Routledge.</li><li>3. Anderson, U. L., Head, M. J., &amp; Ramamoorti, S. (2021). Internal Auditing: Assurance and Advisory Services. Internal Audit Foundation.</li><li>4. Schroeder, R. G., Clark, M. W., &amp; Cathey, J. M. (2022). Financial Accounting Theory and Analysis: Text and Cases. John Wiley &amp; Sons.</li></ol>



	<p>5. Giove, F. (2021). <i>Auditing Essentials</i>. New Jersey: Research &amp; Education Association.</p> <p><b>Supplementary Reading List:</b></p> <ol style="list-style-type: none"><li>1. Journal of Auditing</li><li>2. Journal of Accounting, Auditing &amp; Finance</li><li>3. Managerial Auditing Journal</li><li>4. Jepesen, K. K. (2019). The role of auditing in the fight against corruption. <i>The British Accounting Review</i>, 51(5), 100798.</li><li>5. Gepp, A., Linnenluecke, M. K., O'Neill, T. J., &amp; Smith, T. (2018). Big data techniques in auditing research and practice: Current trends and future opportunities. <i>Journal of Accounting Literature</i>, 40(1), 102-115.</li></ol>
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#### Final Note

The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.

At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.

By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.



## MGLS7101 Logistics Management

Module D : [MGLS7101]		
1	Title of Module/Title	Logistics Management
3	Learning Outcomes	
2	<b>Module/Unit Description</b>	<p>The Logistics Management course is a critical elective component of the MBA program, designed to equip students with a comprehensive understanding of the principles, strategies, and practices essential for managing logistics in today's global supply chains. As businesses increasingly operate in a complex and interconnected world, effective logistics management becomes crucial for ensuring the efficient movement of goods and services from suppliers to customers. This course covers key areas such as transportation management, inventory control, warehousing, distribution, and the integration of logistics with other supply chain functions. Through a combination of theoretical concepts and practical applications, students will learn to optimize logistics operations, reduce costs, and enhance customer satisfaction.</p>
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. design and implement logistics strategies that align with organizational goals.</li><li>2. optimize logistics processes to reduce costs and improve service levels.</li><li>3. analyze logistics data to make informed decisions.</li><li>4. manage the role of technology in enhancing logistics management.</li><li>5. Be aware of global logistics trends and challenges, and the ability to manage logistics across borders.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: define key logistics management concepts including risk management, inventory management, transportation management, warehousing and distribution management</p> <p>A2: list out various types of transportation modes like air, road, sea, intermodal and identify the components of logistics networks such as cross-docking, 3PL, 4PL etc.</p>



		A3: recall the specific methods, tools and techniques used in logistics management like technology for route optimization and technology for inventory tracking etc.
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1: design effective strategies for transportation routes, warehouses configuration, optimum utilization of resources in supply chain networks</p> <p>B2: create logistics strategy in alignment with the business aims and objectives, the strategy should reduce the lead time and minimize the cost</p> <p>B3: prepare and compose the logistics finding reports to communicate the efficiency to all the stakeholders</p> <p>B4: plan and operate in an international market with knowledge on incoterms, tariffs, procedures, insurance, documentation</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to:</p> <p>C1- practice developing logistics strategies which help in route optimization, managing inventory efficiently and enhance accuracy</p> <p>C2- apply logistics theories and frameworks in managing warehouse and improve overall logistics performance</p> <p>C3- prepare logistics plan including details about transportation, packaging and identifying the issues, and manage delays</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to:</p> <ul style="list-style-type: none"><li>• Transportation planning and execution using software</li><li>• Oracle warehouse management tool</li><li>• Creating online presentations</li><li>• Supply chain management software</li><li>• Use of various video conferencing systems</li><li>• NetSuite inventory management</li><li>• Salesforce order management system</li><li>• Supply chain visibility tools</li><li>• Online peer-to-peer Collaboration</li><li>• Communicating via WhatsApp Skype Teams etc.</li><li>• Predictive analytics tools</li><li>• Dealing with citation software</li></ul>



		<ul style="list-style-type: none"><li>Knowledge creation and management by knowledge management systems</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table border="1"><tr><td>0%</td></tr></table> Contact Hours delivered Face to Face  <table border="1"><tr><td>0%</td></tr></table>	0%	0%						
0%										
0%										
10	<b>Explain how this module/unit will be taught.</b>									



	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Definition and importance of logistics and supply chain management</b></p> <ul style="list-style-type: none"><li>● planning, implementing, and controlling the efficient, effective flow and storage of goods from the point of origin to the point of consumption.</li><li>● Forecasting, planning, sourcing, production, inventory management, distribution, and customer service</li><li>● The interdependence of logistics activities and other supply chain functions</li></ul> <p><b>Unit 2: Issues in supply chain</b></p> <ul style="list-style-type: none"><li>● Supply Chain Disruptions,</li><li>● Transportation Costs</li><li>● Capacity Constraints</li><li>● Sustainability and Environmental Concerns,</li><li>● Technological Disruption,</li><li>● Cybersecurity Risks</li></ul> <p><b>Unit 3: Importance of logistics and trends</b></p> <ul style="list-style-type: none"><li>● logistics strategies – cost and service aspects,</li><li>● logistics considerations</li><li>● product and product characteristics</li><li>● logistics integration</li><li>● key stakeholders (shippers, carriers, freight forwarders, government) and their roles</li><li>● different kinds of logistics networks</li></ul>
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	<p>Unit 4: Risk management and logistics performance</p> <ul style="list-style-type: none"><li>• logistics risk and their management</li><li>• logistics performance measures</li><li>• IT in logistics</li></ul> <p>Unit 5: Modes of transportation</p> <ul style="list-style-type: none"><li>• Road</li><li>• Sea</li><li>• Air</li><li>• Multimodal</li></ul> <p>Unit 6: Factors for selecting the transportation</p> <ul style="list-style-type: none"><li>• Infrastructure maintenance</li><li>• locomotive fuel consumption</li><li>• labour,</li><li>• regulatory compliance,</li><li>• port fees</li><li>• Insurance</li><li>• Nature of goods</li><li>• Cost consideration</li><li>• Time sensitivity</li></ul> <p>Unit 7: Procedure and practices in international processes</p> <ul style="list-style-type: none"><li>• INCOTERMS</li><li>• shipping;</li><li>• customs tariffs,</li><li>• processes,</li><li>• procedures and insurance,</li><li>• import,</li><li>• export bonding procedures,</li><li>• freight forwarding contracts of carriage</li><li>• documentation</li></ul> <p>Unit 8: Warehouses management</p> <ul style="list-style-type: none"><li>• Different warehouse types based on usage,</li><li>• warehouse location,</li><li>• warehouse capacity – economy of scale issues,</li><li>• seasonality issues,</li><li>• sharing/outsourcing,</li><li>• L, I and U shape- warehouse designs and their appropriateness</li></ul> <p>Unit 9: Operational Processes</p> <ul style="list-style-type: none"><li>• storage,</li><li>• order picking</li><li>• assembly and despatch stages,</li><li>• techniques to decide optimum location of items</li><li>• importance of order picking</li><li>• order picking approaches</li><li>• technology enabled order picking</li></ul> <p>Unit 10: Packaging</p> <ul style="list-style-type: none"><li>• Importance of packaging for logistics</li><li>• primary, secondary, and tertiary packaging</li></ul>
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		<ul style="list-style-type: none"><li>● packaging optimisation</li><li>● packaging cost and damages</li></ul> <p><b>Support:</b> In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment of 60% weightage. The nature of final assessment is the report submission. The report can be a report or research paper highlighting issues and recommendations in logistics management. The word limit will be 2500 words.</p>



		<p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ul style="list-style-type: none"><li>• Ghiani, G., Laporte, G., &amp; Musmanno, R. (2022). Introduction to Logistics Systems Management: With Microsoft Excel and Python Examples. John Wiley &amp; Sons.</li><li>• Rushton, A., Croucher, P., &amp; Baker, P. (2022). The handbook of logistics and distribution management: Understanding the supply chain. Kogan Page Publishers.</li></ul> <p><b>Supplementary Reading</b></p> <ul style="list-style-type: none"><li>• Altekar, R. V. (2023). Supply chain management: Concepts and cases. PHI Learning Pvt. Ltd..</li><li>• Lagorio, A., Zenezini, G., Mangano, G., &amp; Pinto, R. (2022). A systematic literature review of innovative technologies adopted in logistics</li></ul>



		<p>management. <i>International Journal of Logistics Research and Applications</i>, 25(7), 1043-1066.</p> <ul style="list-style-type: none"><li>• Müßigmann, B., von der Gracht, H., &amp; Hartmann, E. (2020). Blockchain technology in logistics and supply chain management—A bibliometric literature review from 2016 to January 2020. <i>IEEE transactions on engineering management</i>, 67(4), 988-1007.</li><li>• Winkelhaus, S., &amp; Grosse, E. H. (2020). Logistics 4.0: a systematic review towards a new logistics system. <i>International Journal of Production Research</i>, 58(1), 18-43.</li></ul> <p><b>Recommended Journals</b></p> <ol style="list-style-type: none"><li>1. <i>Journal of Business Logistics</i></li><li>2. <i>International Journal of Physical Distribution &amp; Logistics Management</i></li><li>3. <i>Transportation Research Part E: Logistics and Transportation Review</i></li><li>4. <i>Supply Chain Management: An International Journal</i></li><li>5. <i>Logistics Research</i></li><li>6. <i>Journal of Supply Chain Management</i></li><li>7. <i>International Journal of Logistics Management</i></li><li>8. <i>European Journal of Operational Research</i></li><li>9. <i>Operations Research Perspectives</i></li><li>10. <i>Journal of Transportation Management</i></li></ol> <p><b>Open Access Articles:</b></p> <ol style="list-style-type: none"><li>1. "The Role of Logistics in the Supply Chain" – <i>Journal of Supply Chain Management</i>, 2020. DOI: 10.1016/j.jsmc.2020.03.004</li><li>2. "Digitalization in Logistics: A Review" – <i>International Journal of Logistics Management</i>, 2021. DOI: 10.1108/IJLM-03-2020-0162</li><li>3. "Trends in Global Logistics and Supply Chain Management" – <i>Journal of Business Logistics</i>, 2021. DOI: 10.1111/jbl.12278</li><li>4. "Sustainability and Green Logistics in Global Supply Chains" – <i>Journal of Cleaner Production</i>, 2020. DOI: 10.1016/j.jclepro.2020.123492</li><li>5. "Logistics Performance and Its Impact on Competitiveness" – <i>European Journal of Operational Research</i>, 2020. DOI: 10.1016/j.ejor.2020.04.008</li></ol> <p><b>Final Note</b></p>
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		<p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
MGLS7102 Supply Chain Planning, Modelling and Analytics		
Module D : [MGLS7102]		
1	<b>Title of Module/Title</b>	<b>Supply Chain Planning, Modelling and Analytics</b>
2	<b>Module/Unit Description</b>	Supply Chain Planning, Modelling, and Analytics is designed to equip students with the advanced knowledge and skills required to design, optimize, and manage complex supply chains in a global business environment. The course covers critical aspects of supply chain management, including demand forecasting, supply chain network design, inventory management, and the application of analytical tools and techniques for effective decision-making. Emphasizing the integration of strategic planning and data-driven insights, this course prepares students to navigate the challenges of modern supply chains and drive business success through innovative and efficient supply chain solutions.
3	<b>Learning Outcomes</b>	



3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. apply the right type of forecasting technique for effective supply chain planning and analytics.</li><li>2. deal with the challenges and difficulties in choosing the right location and inventory control methods, they can suggest appropriate location and management approaches for supply chain planning.</li><li>3. collaborate with technology partners and implement a sound enterprise resource planning system in the business operations.</li><li>4. assess the roles and requirements of simulation techniques in the supply chain and ensure the best simulation technique used by the organization.</li><li>5. advise the team on best data analysis tools required in different aspects of supply chain management.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: identify various inventory control techniques such as perpetual inventory control by EOQ, safety stock, periodic inventory control, ABC and VED techniques for inventory control.</p> <p>A2: list out inventory management techniques such as Just in Time inventory, Material requirement planning and Capacity Management Strategies.</p> <p>A3: sequence the various stages of supply chain modelling from problem identification, data gathering, model development, evaluation and implementation.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: apply the supply chain planning models and analytics, for forecasting the demand, managing the inventory and improving the overall performance of supply chain process</p> <p>B2: plan inventory policies in supply chain networks based on demand forecasting</p> <p>B3: use better resource planning to aid in integrating of business processes, decision support system and improve return on investment</p> <p>B4: prepare detailed reports of supply chain operations and prepare recommendations focussing on process improvements</p> <p><b>Module-Specific Learner Skills</b></p>



		<p>At the end of the module/unit the learner will be able to:</p> <p>C1- practice building and validating the different models of supply chain, like demand forecasting models, production schedules models and resource allocation model</p> <p>C2- apply supply chain simulation configuration for improving the inefficiency and reducing the cost of supply chain management</p> <p>C3- design and manage resilient supply chain strategies in a global context.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to:</p> <ul style="list-style-type: none"><li>• Dealing with different software for business and supply chain planning</li><li>• Demand forecasting software like Forecast Pro</li><li>• Creating online presentations</li><li>• Tools Group software for inventory optimization</li><li>• Use of various video conferencing systems</li><li>• Supply chain simulation software</li><li>• Supply chain network design tool</li><li>• Communication with virtual teams through zoom and other software</li><li>• Online peer-to-peer Collaboration</li><li>• Creating dashboards and visual reports.</li><li>• Analytics tool Tableau</li><li>• Big data analytics platform</li><li>• Use of sound transmission and camera on computer</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours <input type="text" value="30"/></p> <p>Self – Study Hours <input type="text" value="60"/></p> <p>Assessment Hours <input type="text" value="30"/></p>



		Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <span style="border: 1px solid black; padding: 2px; text-align: center;">%</span>  Contact Hours delivered Face to Face  <span style="border: 1px solid black; padding: 2px; text-align: center;">%</span>
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources: <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p>



	<p>Unit 1: Supply chain planning</p> <ul style="list-style-type: none"><li>• Importance of planning to supply chain management</li><li>• key planning areas and</li><li>• overview of qualitative and quantitative approaches to planning</li></ul> <p>Unit 2: Forecasting techniques</p> <ul style="list-style-type: none"><li>• Moving average,</li><li>• exponential smoothing,</li><li>• regression based forecasting techniques,</li><li>• seasonality calculations</li><li>• forecasting error</li></ul> <p>Unit 3: Supply chain networks</p> <ul style="list-style-type: none"><li>• centralised/decentralised supply networks</li><li>• Bullwhip effect and its control</li><li>• Factor rating</li><li>• centre of gravity models for location assessment</li></ul> <p>Unit 4: Inventory control</p> <ul style="list-style-type: none"><li>• importance of inventory control</li><li>• inventory management related performance measures</li><li>• perpetual inventory</li><li>• periodic inventory control</li><li>• newsvendor problem</li><li>• ABC and VED techniques</li><li>• inventory counting</li><li>• role of information in inventory management</li></ul> <p>Unit 5: Supply chain planning</p> <ul style="list-style-type: none"><li>• aggregate and sales and operations planning</li><li>• chase, level and hybrid planning options</li><li>• Master production schedule</li><li>• material requirements planning</li><li>• manufacturing resources planning</li><li>• distribution resources planning</li><li>• enterprise resource planning</li></ul> <p>Unit 6: Material planning and control</p> <ul style="list-style-type: none"><li>• Inventory Management Techniques</li><li>• Just-in-Time (JIT) Inventory</li><li>• Economic Order Quantity (EOQ)</li><li>• Material Requirements Planning (MRP)</li><li>• Capacity Management Strategies</li></ul> <p>Unit 7: ERP System and its integration</p> <ul style="list-style-type: none"><li>• ERP System,</li><li>• Integration of Business Processes,</li><li>• Data Centralization and Accessibility</li><li>• Streamlining Operations</li><li>• Decision-Making</li></ul>
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		<ul style="list-style-type: none"><li>• Return on investment</li></ul> <p>Unit 8: Simulation and data analytics</p> <ul style="list-style-type: none"><li>• Role/relevance of simulation and</li><li>• major simulation techniques and applications</li><li>• Discrete event simulation,</li><li>• system dynamics,</li><li>• use/relevance of data analytical tools in different aspects of SCM</li><li>• clustering, classification</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.



		<p>End of the module assessment is the final assessment of 60% weightage. The nature of final assessment is the report submission. The report can be a consultancy report on real organization with recommendations to improve its supply chain management process. The word limit of the report will be between 2500 words.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ul style="list-style-type: none"><li>• Ravindran, A. R., Warsing Jr, D. P., &amp; Griffin, P. M. (2023). Supply chain engineering: Models and applications. CRC Press.</li><li>• Ivanov, D. (2021). Introduction to supply chain resilience: Management, modelling, technology. Springer Nature.</li><li>• Meredith, J. R., &amp; Shafer, S. M. (2023). Operations and supply chain management for MBAs. John Wiley &amp; Sons.</li></ul>



	<ul style="list-style-type: none"><li>• Hugos, M. H. (2024). <i>Essentials of supply chain management</i>. John Wiley &amp; Sons.</li></ul> <p><b>Supplementary Reading</b></p> <ul style="list-style-type: none"><li>• Seyedan, M., &amp; Mafakheri, F. (2020). Predictive big data analytics for supply chain demand forecasting: methods, applications, and research opportunities. <i>Journal of Big Data</i>, 7(1), 53.</li><li>• Pournader, M., Ghaderi, H., Hassanzadegan, A., &amp; Fahimnia, B. (2021). Artificial intelligence applications in supply chain management. <i>International Journal of Production Economics</i>, 241, 108250.</li><li>• Bag, S., Wood, L. C., Xu, L., Dhamija, P., &amp; Kayikci, Y. (2020). Big data analytics as an operational excellence approach to enhance sustainable supply chain performance. <i>Resources, conservation and recycling</i>, 153, 104559.</li><li>• Helo, P., &amp; Hao, Y. (2022). Artificial intelligence in operations management and supply chain management: An exploratory case study. <i>Production Planning &amp; Control</i>, 33(16), 1573-1590.</li></ul> <p><b>Recommended Journals</b></p> <ol style="list-style-type: none"><li>1. International Journal of Production Economics</li><li>2. Computers &amp; Industrial Engineering</li><li>3. European Journal of Operational Research</li><li>4. Supply Chain Management: An International Journal</li><li>5. Journal of Supply Chain Management</li><li>6. International Journal of Logistics Management</li><li>7. Operations Research</li><li>8. Journal of Business Logistics</li><li>9. International Journal of Production Research</li><li>10. Journal of Manufacturing Science and Engineering</li></ol> <p><b>Articles:</b></p> <ol style="list-style-type: none"><li>1. "A hybrid approach to supply chain planning and optimization" – <i>Computers &amp; Industrial Engineering</i>, 2021. DOI: 10.1016/j.cie.2021.107636</li><li>2. "Supply chain optimization using predictive analytics for demand forecasting" – <i>International Journal of Production Economics</i>, 2020. DOI: 10.1016/j.ijpe.2020.107527</li><li>3. "Sustainable supply chain management: Analytics and trends" – <i>Journal of Cleaner Production</i>, 2020. DOI: 10.1016/j.jclepro.2020.121052</li></ol>
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		<p>4. "Data analytics in supply chain management: A review" – Journal of Supply Chain Management, 2020. DOI: 10.1111/jscm.12225 5. "The role of machine learning in supply chain planning" – International Journal of Logistics Management, 2021. DOI: 10.1108/IJLM-10-2020-0342</p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGLS7103 Procurement and Supply Management

Module D : [MGLS7103]		
1	Title of Module/Title	Procurement and Supply Chain Management
2	Module/Unit Description	The aim of this module is to provide a deep understanding of procurement and supply chain management processes. This module will help them in visualising supply chain and procurement from a strategic and technological perspective. Procurement plays an important role in the supply chain management process. The learners will be able to identify the



		<p>role of procurement and the intricacies in the procurement process. After studying this module, the learners will get knowledge on different types of tools and techniques to assess the sourcing options.</p> <p>This MBA module will be a part of elective and learners will be able to know the strategies required to handle negotiation and contractual issues. They will be able to know how to improve relationships with the supplier and what are the technology enablers in the procurement process. They will also get insights on the problems and difficulties faced during the procurement process.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. assess better supply sources for adding value in the overall procurement process of the organization and select the best sourcing process as well.</li><li>2. carry out tasks like strategizing, selecting supplier, assessing risks, negotiating and other tasks related to sourcing process.</li><li>3. guide and supervise the team on budgetary requirement, quotation, tools and techniques for procurement and sourcing activities.</li><li>4. advise the team on negotiation techniques and ensure best commercial negotiation while dealing with the suppliers.</li><li>5. represent the organization for establishing better relationships with the suppliers and handle the conflicts in the best possible manner.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: define the key terms in procurement and supply chain management, such as procurement integration, procurement strategy, sourcing, supply chain integration, procurement efficiency etc.</p> <p>A2: list out the steps in selecting suppliers which include identify, evaluate, assess, review and analyse the suppliers' capabilities, check quality standards and price competitiveness etc.</p> <p>A3: identify the advantages and disadvantages of multiple sourcing, single sourcing and strategic sourcing.</p>



3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: apply procurement strategies for better integration, improving supplier relationships, purchasing decisions and streamline the whole process.</p> <p>B2: demonstrate the use of technology in sourcing and supply chain, like e-sourcing platforms, software tools for procurement management.</p> <p>B3: use effective approaches in commercial negotiations like competitive, collaborative, distributive and integrated.</p> <p>B4: prepare reports on supply chain and procurement which include component metrics on effective utilization of resources, reducing time and saving cost.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to:</p> <p>C1- practice using different types of procurement and supply chain management software to manage order processing, tracking the inventory and improving relationships with suppliers.</p> <p>C2- align procurement plan in coordination with organizational goals.</p> <p>C3- critically evaluate the cost expenditures occurring due to risk factors arising in supply chain and procurement.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to:</p> <ul style="list-style-type: none"><li>● Procurement management software like SAP Ariba</li><li>● Cloud based and e-procurement platforms</li><li>● Contract management software</li><li>● Supplier relationship management software</li><li>● Supplier performance management software</li><li>● Scan, print and upload online</li><li>● Supply chain analytics platform</li><li>● Budgetary requirement and conflict resolutions</li><li>● Online peer-to-peer Collaboration</li><li>● Communicating via WhatsApp Skype Teams etc.</li><li>● Demand forecasting</li><li>● Dealing with citation software</li><li>● Use of sound transmission and camera on computer</li></ul>



4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span>  Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span>  Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <span style="border: 1px solid black; padding: 5px; text-align: center;">%</span>  Contact Hours delivered Face to Face  <span style="border: 1px solid black; padding: 5px; text-align: center;">%</span>
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:



	<ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Procurement</b></p> <ul style="list-style-type: none"><li>• Importance of procurement</li><li>• changing role of procurement,</li><li>• procurement integration,</li><li>• purchasing decisions</li></ul> <p><b>Unit 2: Purchasing and procurement</b></p> <ul style="list-style-type: none"><li>• procurement strategy</li><li>• centralised and decentralised purchasing</li><li>• key sourcing process elements</li><li>• purchasing organisation</li></ul> <p><b>Unit 3: Sourcing Process</b></p> <ul style="list-style-type: none"><li>• strategy development</li><li>• supplier identification</li><li>• negotiation</li><li>• contract management</li><li>• relationship building</li><li>• risk assessment</li><li>• quality assurance</li></ul> <p><b>Unit 4: Organisational policies and procedures</b></p> <ul style="list-style-type: none"><li>• establishing a policy framework</li><li>• developing and implementing procedures</li><li>• enforcing compliance</li><li>• managing vendor selection</li><li>• mitigating risks</li><li>• controlling costs</li><li>• ensuring quality</li></ul> <p><b>Unit 5: Procurement function</b></p> <ul style="list-style-type: none"><li>• centralised</li><li>• decentralised</li><li>• hybrid</li><li>• category management,</li></ul>
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	<ul style="list-style-type: none"><li>• centre-led</li><li>• strategic procurement partnership</li></ul> <p>Unit 6: Procurement activities</p> <ul style="list-style-type: none"><li>• Spend analysis</li><li>• supply industry analysis</li><li>• supply data sources</li><li>• market and cost-based pricing models</li><li>• value analysis</li><li>• portfolio analysis (Kraljic matrix)</li></ul> <p>Unit 7: Technology in procurement</p> <ul style="list-style-type: none"><li>• digital platforms</li><li>• supplier management systems</li><li>• data analytics</li><li>• e- procurement tools</li><li>• cloud solutions</li><li>• blockchain transparency</li><li>• AI applications</li></ul> <p>Unit 8: Legal aspects of purchasing</p> <ul style="list-style-type: none"><li>• nature of purchasing</li><li>• contracts, offers and counteroffers,</li><li>• options contracts</li><li>• contract law</li><li>• terms of a contract</li><li>• contract management</li><li>• contract disputes</li><li>• importance of negotiation</li><li>• negotiation strategies,</li><li>• BATNA</li><li>• game theory</li></ul> <p>Unit 9: Approaches in commercial negotiations</p> <ul style="list-style-type: none"><li>• competitive</li><li>• collaborative</li><li>• distributive</li><li>• integrative</li><li>• principled,</li><li>• relationship-oriented</li></ul> <p>Unit 10: Methods influencing negotiations</p> <ul style="list-style-type: none"><li>• preparation</li><li>• communication</li><li>• active listening</li><li>• rapport building</li><li>• understanding interests</li><li>• flexibility</li><li>• creative problem-solving</li></ul> <p>Unit 11: Supplier relationship and conflict resolution</p> <ul style="list-style-type: none"><li>• Partnership</li><li>• strategic alliance</li><li>• joint venture</li></ul>
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		<ul style="list-style-type: none"><li>● vertical integration</li><li>● commercial contracts</li><li>● negotiation</li><li>● mediation</li><li>● arbitration</li><li>● adjudication</li><li>● litigation,</li><li>● dispute resolution</li></ul> <p>Unit 12: Techniques of supplier relationship management</p> <ul style="list-style-type: none"><li>● supplier segmentation</li><li>● performance measurement</li><li>● contract management</li><li>● communication</li><li>● continuous improvement</li><li>● risk management</li><li>● supplier development</li><li>● relationship building</li><li>● conflict resolution</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li></ol>
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		<p>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</p>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.</p> <p>End of the module assessment is the final assessment of 60% weightage. The nature of final assessment is the report or case study submission. The word limit will be 2500 words. We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<b>Core Reading List</b>



	<ul style="list-style-type: none"><li>● Lysons, K., &amp; Farrington, B. (2020). <i>Procurement and supply chain management</i>. Pearson UK.</li><li>● Monczka, R. M., Handfield, R. B., Giunipero, L. C., &amp; Patterson, J. L. (2021). <i>Purchasing &amp; supply chain management</i>. Cengage Learning.</li><li>● Roßbach, D. (2021). <i>Changing Purchasing towards Procurement 4.0</i>. Cuvillier Verlag.</li></ul> <p><b>Supplementary Reading</b></p> <ul style="list-style-type: none"><li>● Harland, C. M., Knight, L., Patrucco, A. S., Lynch, J., Telgen, J., Peters, E., ... &amp; Ferk, P. (2021). Practitioners' learning about healthcare supply chain management in the COVID-19 pandemic: a public procurement perspective. <i>International Journal of Operations &amp; Production Management</i>, 41(13), 178-189.</li><li>● Siawsh, N., Peszynski, K., Young, L., &amp; Vo-Tran, H. (2021). Exploring the role of power on procurement and supply chain management systems in a humanitarian organisation: a socio-technical systems view. <i>International Journal of Production Research</i>, 59(12), 3591-3616.</li><li>● Wijaya, O. (2022). The effect of digital procurement and supply chain innovation on SMEs performance. <i>International Journal of Data and Network Science</i>, 6(4), 1625-1630.</li><li>● Boruchowitch, F., &amp; Fritz, M. M. (2022). Who in the firm can create sustainable value and for whom? A single case-study on sustainable procurement and supply chain stakeholders. <i>Journal of Cleaner Production</i>, 363, 132619.</li><li>● Hallikas, J., Immonen, M., &amp; Brax, S. (2021). Digitalizing procurement: the impact of data analytics on supply chain performance. <i>Supply Chain Management: An International Journal</i>, 26(5), 629-646.</li></ul> <p><b>Recommended Journals</b></p> <ol style="list-style-type: none"><li>1. International Journal of Production Economics</li><li>2. Supply Chain Management: An International Journal</li><li>3. Journal of Purchasing and Supply Management</li><li>4. Journal of Supply Chain Management</li><li>5. International Journal of Logistics Management</li><li>6. Journal of Business Logistics</li></ol>
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	<p>7. International Journal of Procurement Management 8. European Journal of Purchasing &amp; Supply Management 9. Operations and Supply Chain Management 10. International Journal of Operations &amp; Production Management</p> <p><b>Articles:</b></p> <ol style="list-style-type: none"><li>1. "A systematic review of procurement management in supply chain" – International Journal of Production Economics, 2020. DOI: 10.1016/j.ijpe.2020.107537</li><li>2. "Blockchain technology for procurement and supply chain management" – Supply Chain Management: An International Journal, 2021. DOI: 10.1108/SCM-12-2020-0391</li><li>3. "Sustainability practices in procurement and supply chain management" – Journal of Purchasing and Supply Management, 2020. DOI: 10.1016/j.pursup.2020.100626</li><li>4. "Digital transformation of procurement processes in supply chains: A case study" – Journal of Supply Chain Management, 2020. DOI: 10.1111/jscm.12235</li><li>5. "Impact of artificial intelligence on procurement and supply chain management" – International Journal of Logistics Management, 2021. DOI: 10.1108/IJLM-02-2020-0083</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p>
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		<p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGLS7104 Supply Chain and Operations Strategy

Module D : [MGLS7104]		
1	<b>Title of Module/Title</b>	<b>Supply Chain and Operations Strategy</b>
2	<b>Module/Unit Description</b>	<p>This MBA module will provide students with a deep understanding on supply chain and operations management process, they will also be able to learn about the scope, importance and requirement of both operational strategy and supply chain. They will be able to understand the interlinkage between supply chain and operations. It is important for modern managers to understand the importance of strategic decision making for maintaining global supply and global markets. The learners can also understand the different context of supply chain and operational strategy which will improve their business acumen and decision making in the organizations. This module will be part of the elective module during the MBA course.</p> <p>The competition in the market is increasing as the business is going beyond the local boundaries. In such a complex competitive environment, the managers need to adapt and their understandings need to be developed with all the possible options, this module will provide all such understanding.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	
	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. assess the theories, strategies and key drivers of supply chain management for getting competitive advantage over other organizations.</li><li>2. guide the team on operations performance measure including cost, quality, and reliability which will improve the overall efficiency of the supply chain management system.</li><li>3. analyse the various inter and intra-performance indicators of supply chain and operations management systems.</li></ol>	



		<p>4. discover and compare the best practices followed around the world for making supply chain and operations management more efficient, sustainable and cost-friendly.</p> <p>5. advise on the latest technologies and tools used to make supply chain management and operations management more effective.</p>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: identify various supply chain strategies, such as lean, agile strategy; Push versus pull system; hybrid strategies.</p> <p>A2: list out key performance indicators for effective supply chain and operations, these key performance indicators include on-time delivery process, order fulfilment cycle time, perfect order rate, fill rate, supplier lead time.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: practise and implement operations strategies which help in reducing cost, improve quality and process enhancement</p> <p>B2: use balance scorecard, SCOR framework and supply chain benchmarking for improving the supply chain performance</p> <p>B3: assemble operational models by assembling key-performance indicators for effective supply chain management</p> <p>B4: prepare detailed operational reports which communicate about performance metrics and strategic objectives</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to:</p> <p>C1- apply sustainable operations strategy which help in developing plans that optimize the processes and improve the overall efficiency of the system</p> <p>C2- critically examine different scenarios and case studies to understand how organizations around the world using different strategies to improve their operational efficiency</p> <p>C3- demonstrate the ability to integrate information technology in supply chain management system to improve overall operations</p>



		<p><b>Module-Specific Digital Skills and Competences</b></p> <p>At the end of the module/unit, the learner will be able to:</p> <ul style="list-style-type: none"><li>• Supply chain optimizing software like SAP and Oracle</li><li>• Network design and optimization tool</li><li>• Creating online presentations</li><li>• Analyse bulk data for strategic decision making</li><li>• Demand forecasting software</li><li>• Simulation and scenario analysis</li><li>• Strategy execution software</li><li>• Using plagiarism software</li><li>• Online peer-to-peer Collaboration</li><li>• Communication and collaboration platforms</li><li>• Software for execution of strategy</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours <span style="border: 1px solid black; padding: 2px;">30</span></p> <p>Self – Study Hours <span style="border: 1px solid black; padding: 2px;">60</span></p> <p>Assessment Hours <span style="border: 1px solid black; padding: 2px;">30</span></p> <p>Supervised Placement and Practice Hours <span style="border: 1px solid black; padding: 2px;">30</span></p>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<p><input type="checkbox"/> 100% Face to Face</p> <p><input checked="" type="checkbox"/> 100% Online</p> <p><input type="checkbox"/> Blended Learning Point D9 is required to be filled in.</p> <p><input type="checkbox"/> Work Based Learning</p>



9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <div style="border: 1px solid black; width: 150px; height: 30px; margin-top: 10px;"></div> <p>Contact Hours delivered Face to Face</p> <div style="border: 1px solid black; width: 150px; height: 30px; margin-top: 10px;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Supply Chain Operations</b></p> <ul style="list-style-type: none"><li>● Key decisions in supply chain</li><li>● operations management</li><li>● operations performance objectives</li><li>● Operations strategy matrix</li><li>● order winners</li><li>● order qualifiers</li></ul> <p><b>Unit 2: Drivers of effective supply chain</b></p> <ul style="list-style-type: none"><li>● Trade-offs and the efficient frontier</li><li>● the 4V's (volume, variety, variation in demand and visibility)</li><li>● framework for operations processes,</li><li>● Sandcone model of improvement</li></ul>



	<ul style="list-style-type: none"><li>• Hayes and Wheelwright's four stages of operations contribution</li><li>• process design and process</li></ul> <p>Unit 3: Role of information technology in SCM</p> <ul style="list-style-type: none"><li>• Technology in SCM</li><li>• incentive alignment across</li><li>• supply chain partners incl. buyback</li><li>• revenue sharing</li><li>• quantity flexibility contracting arrangements</li></ul> <p>Unit 4: Strategic approaches to supply chain</p> <ul style="list-style-type: none"><li>• supply chain risk management,</li><li>• resilience, outsourcing</li><li>• lean, agile and lean agile strategies,</li><li>• Push vs pull system</li><li>• decoupling point</li><li>• quick response</li><li>• efficient consumer response</li><li>• Vendor managed inventory</li><li>• Collaborative forecasting</li><li>• planning and replenishment (CPFR)</li><li>• Bullwhip effect</li></ul> <p>Unit 5: Operations performance measures</p> <ul style="list-style-type: none"><li>• Cost</li><li>• Quality</li><li>• Speed</li><li>• Reliability</li><li>• Flexibility</li></ul> <p>Unit 6: Performance measures of supply chain</p> <ul style="list-style-type: none"><li>• supply chain</li><li>• performance measures</li><li>• financial</li><li>• non-financial</li><li>• single and multi-factor measures</li><li>• Balanced Scorecard</li><li>• SCOR framework</li><li>• supply chain benchmarking</li></ul> <p>Unit 7: Performance indicators</p> <ul style="list-style-type: none"><li>• chain and operations management</li><li>• on-time delivery performance</li><li>• order fulfilment cycle time</li><li>• inventory turnover ratio</li><li>• perfect order rate</li><li>• fill rate</li></ul>
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		<ul style="list-style-type: none"><li>• supplier lead time variability</li></ul> <p>Unit 8: Transportation and warehousing</p> <ul style="list-style-type: none"><li>• transportation cost per unit</li><li>• warehouse utilisation</li><li>• return merchandise</li><li>• authorisation rate</li><li>• overall equipment effectiveness</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.



		<p>End of the module assessment is the final assessment of 60% weightage. The nature of final assessment is the report submission. The final assessment will be a strategic plan and report consisting of 2500 words.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ul style="list-style-type: none"><li>• Krajewski, L. J., &amp; Malhotra, M. K. (2022). Operations management: Processes and supply chains. Pearson.</li><li>• Meredith, J. R., &amp; Shafer, S. M. (2023). Operations and supply chain management for MBAs. John Wiley &amp; Sons.</li><li>• Wisner, J. D., Tan, K. C., &amp; Leong, K. (2021). Principles of supply chain management: A balanced approach. South-Western, Cengage Learning.</li></ul>



	<ul style="list-style-type: none"><li>Chopra, S. (2019). <i>Supply Chain Management: Strategy, Planning, and Operation</i>, Global Edition, Pearson</li><li>Slack, N. and Brandon-Jones, A. (2019). <i>Operations Management</i>. 9th Edition. Pearson.</li><li>Leong, G. and Tan, K-C. (2017). <i>Principles of Supply Chain Management: A Balanced Approach</i>.5th Edition. Cengage</li></ul> <p><b>Supplementary Reading</b></p> <ul style="list-style-type: none"><li>Munir, M., Jajja, M. S. S., Chatha, K. A., &amp; Farooq, S. (2020). Supply chain risk management and operational performance: The enabling role of supply chain integration. <i>International Journal of Production Economics</i>, 227, 107667.</li><li>Hill, A. (2020). <i>Manufacturing Operations Strategy: Texts and Cases</i>. Bloomsbury Publishing.</li><li>Heizer, J., Render, B., &amp; Munson, C. (2020). <i>Operations management: sustainability and supply chain management</i>. Pearson.</li><li>Gupta, H., Kusi-Sarpong, S., &amp; Rezaei, J. (2020). Barriers and overcoming strategies to supply chain sustainability innovation. <i>Resources, Conservation and Recycling</i>, 161, 104819.</li></ul> <p><b>Recommended Journals</b></p> <ol style="list-style-type: none"><li>Journal of Supply Chain Management</li><li>Supply Chain Management: An International Journal</li><li>International Journal of Operations &amp; Production Management</li><li>International Journal of Production Economics</li><li>Operations Research</li><li>Journal of Operations Management</li><li>Production and Operations Management</li><li>Journal of Business Logistics</li><li>Strategic Management Journal</li><li>European Journal of Operational Research</li></ol> <p><b>Articles:</b></p> <ol style="list-style-type: none"><li>"The role of operations strategy in supply chain management: A review and research agenda" – <i>International Journal of Production Economics</i>, 2020. DOI: 10.1016/j.ijpe.2020.107592</li><li>"Strategic supply chain management: An analysis of the relationship between supply chain integration, operational performance, and financial performance"</li></ol>
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	<ul style="list-style-type: none"><li>– Supply Chain Management: An International Journal, 2021. DOI: 10.1108/SCM-04-2020-0226</li><li>3. "Operations strategy and performance outcomes: A review and future directions" – Journal of Operations Management, 2020. DOI: 10.1016/j.jom.2020.05.001</li><li>4. "Strategic alignment of operations and supply chain strategy in the digital age" – International Journal of Production Economics, 2021. DOI: 10.1016/j.ijpe.2021.107734</li><li>5. "The impact of digital transformation on operations and supply chain strategy" – Operations Research, 2021. DOI: 10.1287/opre.2021.2221</li></ul> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGLS7105 Sustainable Operations Management

Module D : [MGLS7105]		
1	Title of Module/Title	Sustainable Operations Management



2	<b>Module/Unit Description</b>	<p>This MBA module is designed to equip learners with a comprehensive understanding of the tools, techniques, and procedures used in sustainable operations management. Students will gain insights into the key elements of sustainability and its interconnectedness with business management. Additionally, they will explore the various factors that can enable or hinder sustainable practices in operations.</p> <p>The module will delve into specific practices that can enhance organizational sustainability and discuss relevant performance metrics. By studying these topics, learners will develop a clear understanding of the business impact of sustainability. This MBA module will be offered as an elective course.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. critically evaluate the key dimensions of sustainability which include environmental, social and economic dimension and how these dimensions made an impact on the sustainable operations in the organizations.</li><li>2. comply with the methods used to measure the sustainability in the organizations and communicate the team on how sustainability has been reported.</li><li>3. monitor the existing position of the organization in terms of sustainability practices and what the shortcomings need to work to get competitive advantage.</li><li>4. authorise and integrate the sustainability principles into the operations strategies, the includes enhancement of business decision making by integrating economic, environmental and social components of sustainability.</li><li>5. manage communication with all the stakeholders the sustainability initiatives, convey the benefits of sustainable practices to internal and external stakeholders.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p>



		<p>A1: describe the principles of sustainable operations management which include promotion of social responsibility, ensure economic responsibility and understand environment responsibility by reducing environmental degradation.</p> <p>A2: identify and label the core components of sustainable operations strategy, which include conservation of resources, reduction of wastage, energy efficiency, and sustainable sourcing, considering their relevance for betterment of society and the environment.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: apply sustainable practices in real life scenarios, such as saving resources, reducing wastage, recycling, and reducing environmental degradation.</p> <p>B2: plan and formulate environmentally sustainable practices which include use of green technologies, green manufacturing and eco-design of products.</p> <p>B3: operate keeping in mind about the sustainability frameworks, these operations should align with environmental and social sustainability goals.</p> <p>B4: perform sustainability assessment reports, assessments and frameworks.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to:</p> <p>C1- evaluate and compare different methods of sustainable practices in operations, the methods which can help in waste reduction and improving energy efficiency.</p> <p>C2- apply knowledge related to green environmental practices and procurement while choosing the raw material and suppliers.</p> <p>C3- demonstrate the execution and need of energy saving projects and track them on the metrics of energy consumption and reducing greenhouse emissions.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to:</p> <ul style="list-style-type: none"><li>• Sustainability reporting platforms</li><li>• SAP and Sphera sustainability management</li><li>• Environment and social sustainability reporting through Workiva</li></ul>



		<ul style="list-style-type: none"><li>• Life cycle assessment software</li><li>• Use of various video conferencing systems</li><li>• Carbon footprints calculator</li><li>• Water management software</li><li>• Energy management system</li><li>• Online peer-to-peer Collaboration</li><li>• Communicating via WhatsApp, Skype, Teams etc.</li><li>• Green procurement tool</li><li>• Waste management software</li><li>• Data analytics and visualisation</li></ul>								
4	<b>MQF Level pegged for this module/unit</b>	7								
5	<b>Total Number of ECTS for this module/unit</b>	6								
6	<b>Hours of Total Learning for this module/unit</b>	<table border="1"><tr><td>Total Contact Hours</td><td>30</td></tr><tr><td>Self – Study Hours</td><td>60</td></tr><tr><td>Assessment Hours</td><td>30</td></tr><tr><td>Supervised Placement and Practice Hours</td><td>30</td></tr></table>	Total Contact Hours	30	Self – Study Hours	60	Assessment Hours	30	Supervised Placement and Practice Hours	30
Total Contact Hours	30									
Self – Study Hours	60									
Assessment Hours	30									
Supervised Placement and Practice Hours	30									
7	<b>Total Learning Hours for this module/unit.</b>	150								
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning								
9	<b>Blended Learning</b>	Contact Hours delivered online.  <table border="1"><tr><td>%</td></tr></table> Contact Hours delivered Face to Face  <table border="1"><tr><td>%</td></tr></table>	%	%						
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10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1: Sustainability to business</p> <ul style="list-style-type: none"><li>● Sustainability definition</li><li>● Environmental sustainability</li><li>● economic sustainability</li><li>● social sustainability</li><li>● application in different contexts</li><li>● drivers and barriers to sustainability</li></ul> <p>Unit 2: Drivers and relevance</p> <ul style="list-style-type: none"><li>● Relevance of different drivers in sustainability</li><li>● performance measures</li><li>● performance impact</li></ul> <p>Unit 3: Environmental sustainability practices</p> <ul style="list-style-type: none"><li>● eco-design of products</li><li>● responsible purchasing</li><li>● green technologies</li><li>● green manufacturing</li><li>● green transportation</li><li>● green warehousing</li><li>● green packaging</li></ul> <p>Unit 4: Components of environmental sustainability</p> <ul style="list-style-type: none"><li>● reverse logistics</li><li>● recycling</li><li>● waste management</li></ul>



	<ul style="list-style-type: none"><li>● remanufacturing</li><li>● closed-loop supply chains</li><li>● humanitarian logistics</li></ul> <p>Unit 5: Performance measures in supply chain</p> <ul style="list-style-type: none"><li>● ethical aspects of sustainability</li><li>● Social aspects of sustainability</li><li>● collaboration for sustainability</li><li>● lean and green supply chains</li><li>● corporate reporting of sustainability</li></ul> <p>Unit 6: Sustainability measures for environmental sustainability</p> <ul style="list-style-type: none"><li>● waste reduction</li><li>● greenhouse gas emissions</li><li>● resource conservation</li><li>● energy conservation</li><li>● water conservation</li></ul> <p>Unit 7: Corporate reporting mechanism for sustainability</p> <ul style="list-style-type: none"><li>● carbon disclosure project</li><li>● Global Reporting Initiatives</li></ul> <p>Unit 8: Sustainability and business-related implications</p> <ul style="list-style-type: none"><li>● environment and social sustainability related certifications</li><li>● fairtrade foundation</li><li>● Global compact</li><li>● life cycle analysis,</li><li>● drivers and barriers</li><li>● performance impact of sustainability practices</li><li>● Environmental Management system</li><li>● design and operations</li><li>● ISO14001</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li></ol>
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		<p>6. All interactions take place via e-campus to maintain an adequate record of information.</p> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<p><b>Explain how this module/unit will be assessed.</b></p>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission. The assessment will be a consultancy report on social and environmentally sustainable practices and recommendations to improve that. The word limit will be 2500.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of</p>



		expectation from the assignment. The passing grades are 40% according to the defined rubrics.
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ul style="list-style-type: none"><li>• Sarkis, J. (2019). Handbook on the Sustainable Supply Chain. Edward Elgar Publishing.</li><li>• Zhu, Q., &amp; Geng, Y. (2021). Green Supply Chain Management: Theory and Practice. Springer.</li><li>• Luthra, S., &amp; Kumar, S. (2021). Sustainable Supply Chain Management: Innovations and Practices. Springer.</li><li>• Jayaraman, V., &amp; O'Neal, E. (2020). Sustainable Supply Chains: A Guide for Theory, Research, and Practice. Routledge.</li><li>• Gonzalez, A., &amp; Hult, G. T. M. (2021). Sustainable Operations: Strategies, Issues, and Impacts. Wiley.</li></ul> <p><b>Supplementary Reading</b></p> <ul style="list-style-type: none"><li>• Kumar, P., Singh, R. K., &amp; Kumar, V. (2021). Managing supply chains for sustainable operations in the era of industry 4.0 and circular economy: Analysis of barriers. <i>Resources, conservation and recycling</i>, 164, 105215.</li><li>• Villena, V. H., &amp; Gioia, D. A. (2020). A more sustainable supply chain. <i>Harvard Business Review</i>, 98(2), 84-93.</li><li>• Zimon, D., Tyan, J., &amp; Sroufe, R. (2020). Drivers of sustainable supply chain management: Practices to alignment with unsustainable development goals. <i>International Journal for Quality Research</i>, 14(1).</li><li>• Mardani, A., Kannan, D., Hooker, R. E., Ozkul, S., Alrasheedi, M., &amp; Tirkolaee, E. B. (2020). Evaluation of green and sustainable supply chain management using structural equation modelling: A systematic review of the state-of-the-art literature and</li></ul>



	<p>recommendations for future research. <i>Journal of cleaner production</i>, 249, 119383.</p> <p><b>Journal</b></p> <ol style="list-style-type: none"><li>1. <i>Journal of Cleaner Production</i></li><li>2. <i>Sustainable Operations and Computers</i></li><li>3. <i>International Journal of Production Economics</i></li><li>4. <i>Journal of Operations Management</i></li><li>5. <i>International Journal of Environmental Research and Public Health</i></li><li>6. <i>Business Strategy and the Environment</i></li><li>7. <i>Environmental Science and Technology</i></li><li>8. <i>Sustainability</i></li><li>9. <i>Journal of Business Ethics</i></li><li>10. <i>Resources, Conservation &amp; Recycling</i></li></ol> <p><b>Articles</b></p> <ol style="list-style-type: none"><li>1. "Sustainability in operations management: A systematic review and future directions" – <i>Journal of Cleaner Production</i>, 2020. DOI: 10.1016/j.jclepro.2020.121753</li><li>2. "Circular economy in sustainable operations management: A systematic review" – <i>Business Strategy and the Environment</i>, 2021. DOI: 10.1002/bse.2708</li><li>3. "Green supply chain management and sustainable operations: A literature review" – <i>Sustainability</i>, 2020. DOI: 10.3390/su12166523</li><li>4. "Sustainability and operations management: How operations management practices impact sustainability in business" – <i>Journal of Operations Management</i>, 2021. DOI: 10.1016/j.jom.2021.02.002</li><li>5. "The role of digital technologies in promoting sustainable operations management" – <i>Journal of Business Ethics</i>, 2021. DOI: 10.1007/s10551-021-04743-9</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p>
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		<p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGTL9101 Emerging Technologies for Business Landscape

Module D : MGTL9101		
1	<b>Title of Module/Title</b>	<b>Emerging Technologies for Business Landscape</b>
2	<b>Module/Unit Description</b>	<p>Emerging Information Technologies have dramatically reshaped the business and organisational landscape over recent decades. Innovation has played a critical role in creating practical and marketable applications alongside these technological advancements. Many businesses now incorporate these technologies, either as consumers or within their product and service offerings. It is crucial for not only Chief Information Officers (CIOs) and technology teams to grasp their potential, but also for those involved in strategic decision-making. They need a solid understanding of these technologies and how they can be utilised to effectively contribute to discussions and decision-making processes.</p> <p>This course is designed to equip you with a comprehensive business perspective on the leading emerging technologies, an understanding of how businesses and consumers typically adopt them, and the ability to recognize the considerations and implications of their adoption. The course will not delve deeply into the technical workings or development of these technologies but will instead focus on their potential impact.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"><li>a) identify and evaluate current and future trends in emerging technologies, including their potential applications and impact on various industries.</li></ul>



		<ul style="list-style-type: none"><li>b) apply principles of innovation and business models, such as Open Innovation and Blue Ocean Strategy, to leverage emerging technologies in business contexts.</li><li>c) integrate knowledge of emerging technologies into strategic decision-making processes, considering their potential benefits and risks for businesses and society.</li><li>d) demonstrate the ability to apply foundational concepts of key emerging technologies—such as AI, IoT, Robotics, and Blockchain—to real-world business scenarios.</li></ul>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"><li>a) critically evaluate what constitutes emerging technologies and assess the key technologies currently classified under this category..</li><li>b) systematically analyse the concept of a technology map, its relevance to business objectives, and how it aligns with current and future technology priorities.</li><li>c) recall and critically evaluate major emerging technologies, including AI, IoT, Blockchain, and Robotics, and critically appraise their underlying principles and functionalities.</li><li>d) examine the concepts of Open Innovation and Open Business Models, and develop strategies to manage technological advancements within a business framework.</li></ul>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"><li>a) formulate strategic approaches for leveraging emerging technologies to achieve business objectives and competitive advantage.</li></ul>



	<ul style="list-style-type: none"><li>b) enhance the ability to work collaboratively on technology management projects and effectively communicate complex technological concepts to non-technical stakeholders.</li><li>c) critically apply management techniques to oversee the adoption and implementation of emerging technologies within an organisation.</li><li>d) integrate ethical, social, and sustainability considerations assessing the societal and individual implications of adopting emerging technologies.</li></ul>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"><li>a) critically assess the implications of adopting emerging technologies, considering potential impacts on businesses, individuals, and society.</li><li>b) apply and adapt value curve analysis and dynamic capabilities frameworks to solve challenges associated with technology management.</li><li>c) conduct an advanced analysis and synthesis use cases of emerging technologies in real-world contexts, identifying both challenges and opportunities for technology management.</li><li>d) synthesise information from different emerging technologies and create strategies for their integration into existing business models.</li></ul>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p>



		<ul style="list-style-type: none"><li>a) develop digital literacy in key emerging technologies, including AI, IoT, Robotics, and Blockchain, and understand how they can be applied in various business contexts.</li><li>b) gain familiarity with tools and resources used in the exploration and implementation of emerging technologies.</li><li>c) utilise data and analytics tools to make informed decisions regarding the adoption and management of emerging technologies.</li><li>d) apply digital tools to model and simulate the potential impacts of emerging technologies on business processes and outcomes.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours - 30</p> <p>Self – Study Hours - 60</p> <p>Assessment Hours - 30</p> <p>Supervised Placement - 30 and Practice Hours</p>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.



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		<table border="1"><tr><td>Contact Hours delivered Face to Face</td></tr></table>	Contact Hours delivered Face to Face
Contact Hours delivered Face to Face			
10	<b>Explain how this module/unit will be taught.</b>	<p>Unit 1: Introduction: Emerging Information Technologies &amp; Innovation</p> <ul style="list-style-type: none"><li>• What is meant by Emerging Technologies?</li><li>• What technologies are currently considered Emerging?</li></ul> <p>Unit 2: Top Technology Trends</p> <ul style="list-style-type: none"><li>• Explore the technology map, programme's objectives and current and future technology priorities</li><li>• Current Trends and Advancements in Technologies (e.g. ICT, production, etc.)</li><li>• Sources for funding of technology initiatives</li></ul> <p>Unit 3: Open Innovation and Open Business Models</p> <ul style="list-style-type: none"><li>• Approaches and Challenges of Technology Management Value Propositions,</li><li>• Value Curve Analysis (Blue Ocean Strategy)</li><li>• Dynamic Capabilities</li></ul> <p>Unit 4: Emerging Technology #1 - Introduction to Robotics, AI and Automation</p> <ul style="list-style-type: none"><li>• The evolution of robotics, AI, and automation technologies.</li><li>• Key differences and intersections between robotics, AI, and automation.</li><li>• Industry use cases: How leading companies are leveraging these technologies.</li><li>• The role of robotics and automation in enhancing operational efficiency.</li></ul>	



	<ul style="list-style-type: none"><li>• The impact of robotics and AI on the workforce: Reskilling and upskilling.</li><li>• Strategic decision-making for adopting automation and AI in business processes.</li></ul> <p><b>Unit 5: Emerging Technology #2 – Basics of Artificial Intelligence</b></p> <ul style="list-style-type: none"><li>• AI ecosystems: Key players and technologies.</li><li>• AI in customer relationship management (CRM) and personalised marketing.</li><li>• Predictive analytics and AI-driven insights for business strategy.</li><li>• AI in finance: Risk management, fraud detection, and algorithmic trading.</li><li>• Integrating AI with existing business systems.</li></ul> <p><b>Unit 6: Emerging Technology #3 – Basics of the Internet of Things</b></p> <ul style="list-style-type: none"><li>• The IoT ecosystem: Devices, connectivity, and data.</li><li>• Key IoT technologies: Sensors, networks, and cloud computing.</li><li>• Smart manufacturing and Industry 4.0: Enhancing production with IoT.</li><li>• IoT in supply chain management and logistics.</li><li>• IoT in retail: Enhancing customer experiences and optimising operations.</li><li>• Developing an IoT strategy: Identifying opportunities and ROI.</li></ul> <p><b>Unit 7: Emerging Technology # 4 – Basics of BlockChain</b></p> <ul style="list-style-type: none"><li>• What is blockchain? Understanding distributed ledger technology.</li><li>• Key blockchain concepts: Cryptography, consensus mechanisms, and smart contracts.</li><li>• The evolution of blockchain: From Bitcoin to enterprise applications.</li><li>• Evaluating the business case for blockchain: Costs, benefits, and risks.</li></ul>
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		<ul style="list-style-type: none"><li>• Implementing blockchain solutions: Key steps and considerations.</li></ul> <p>Unit 8: Other Contemporary disruptive technologies</p> <ul style="list-style-type: none"><li>• Quantum computing: Potential impacts on data processing and cryptography.</li><li>• 5G and beyond: Transforming connectivity and real-time data exchange.</li><li>• Augmented Reality (AR) and Virtual Reality (VR): Enhancing customer experiences and training.</li><li>• Evaluating disruptive technologies for business innovation.</li><li>• Roadmapping technology adoption: Planning for the future.</li><li>• Building an adaptable and resilient business model.</li></ul> <p>Unit 9: Ethical aspects in adapting emerging technologies in Business</p> <ul style="list-style-type: none"><li>• Examination of how emerging technologies impact personal and organisational data privacy.</li><li>• Addressing potential security threats and vulnerabilities associated with new technologies.</li><li>• Developing ethical approaches to managing and mitigating technology-related risks.</li></ul> <p>Unit 10: Used Cases of Technology Management for Emerging Technologies</p>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The</p>



		<p>nature of final assessment is the report submission. The report is a Comprehensive Financial Analysis and Strategy Report of a chosen company. The word count to be followed is 1500 words and the report should be submitted in 2 weeks time post module completion.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning (if applicable)</b>	NA
13	<b>Reading List</b>	<p><b>Essential Reading List</b></p> <ol style="list-style-type: none"><li>1. Gartner, (2019). Hype Cycle for Emerging Technologies, 2019.</li></ol>



	<p>Curriculum MBA</p> <p>2. Vlad, K., Krotov, V. (2017). "The Internet of Things and New Business Opportunities", <i>Business Horizons</i>, Volume 60, Issue 6, November–December 2017, Pages 831-841.</p> <p>3. Tapscott, D., &amp; Tapscott, A. (2017). "How Blockchain Will Change Organizations", <i>MIT Sloan Management Review</i>, Winter 2017 Edition.</p> <p>4. Deloitte, (2019). AI-Fueled Organizations: Reaching AI's Full Potential in the Enterprise, 16 January 2019.</p> <p>5. Deloitte, (2019). Intelligent Interfaces: Reimagining the Way Humans, Machines, and Data Interact, 16 January 2019.</p> <p><b>Supplementary Reading List:</b></p> <p>1. West, D. M. (2018). <i>The Future of Work: Robotics, AI, and Automation</i>, Chapter 1 – Robotics.</p> <p>2. Latinovic, Z., &amp; Chatterjee, S. C. (2019). "How AI Is Helping Companies Break Silos", <i>MIT Sloan Management Review</i>, September 24, 2019.</p> <p><b>Journals:</b></p> <p>1. MDPI. (n.d.) Systems. Available at: <a href="https://www.mdpi.com/journal/systems/special_issues/84EXS4084R?utm_source=chatgpt.com">https://www.mdpi.com/journal/systems/special_issues/84EXS4084R?utm_source=chatgpt.com</a> (Accessed: 11 February 2025).</p> <p>2. ResearchGate. (2019) International Journal of Business Strategy and Automation. Available at: <a href="https://www.researchgate.net/publication/376009028_The_Impact_of_Data_Strategy_and_Emerging_Technologies_on_Business_Performance/fulltext/65673036ce88b870311f6891/The-Impact-of-Data-Strategy-and-Emerging-Technologies-on-Business-Performan">https://www.researchgate.net/publication/376009028_The_Impact_of_Data_Strategy_and_Emerging_Technologies_on_Business_Performance/fulltext/65673036ce88b870311f6891/The-Impact-of-Data-Strategy-and-Emerging-Technologies-on-Business-Performan</a></p>
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		<p>ce.pdf?utm_source=chatgpt.com (Accessed: 11 February 2025).</p> <p><b>Articles:</b></p> <ol style="list-style-type: none"><li>IRE Journals. (n.d.) Emerging Technologies that are shaping the Digital Landscape. Available at: <a href="https://www.irejournals.com/paper-details/1704439?utm_source=chatgpt.com">https://www.irejournals.com/paper-details/1704439?utm_source=chatgpt.com</a> (Accessed: 11 February 2025).</li><li>ResearchGate. (2019) The Impact of Data Strategy and Emerging Technologies on Business Performance. Available at: <a href="https://www.researchgate.net/publication/376009028_The_Impact_of_Data_Strategy_and_Emerging_Technologies_on_Business_Performance/fulltext/65673036ce88b870311f6891/The-Impact-of-Data-Strategy-and-Emerging-Technologies-on-Business-Performance.pdf?utm_source=chatgpt.com">https://www.researchgate.net/publication/376009028_The_Impact_of_Data_Strategy_and_Emerging_Technologies_on_Business_Performance/fulltext/65673036ce88b870311f6891/The-Impact-of-Data-Strategy-and-Emerging-Technologies-on-Business-Performance.pdf?utm_source=chatgpt.com</a> (Accessed: 11 February 2025).</li><li>International Journal of Finance and Management Research. (2023) The Impact of Emerging Technology in International Business Environment. Available at: <a href="https://www.ijfmr.com/research-paper.php?id=10423&amp;utm_source=chatgpt.com">https://www.ijfmr.com/research-paper.php?id=10423&amp;utm_source=chatgpt.com</a> (Accessed: 11 February 2025).</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider</p>
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		<p>research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGTL9102 Business Analytics Foundation using R/ Excel

Module D : MGTL9102		
1	Title of Module/Title	Business Analytics Foundation using R/ Excel
2	<b>Module/Unit Description</b>	<p>The application of analytics to businesses was once limited to the domain of the financial and economic advisory geeks, wherein a team of experts would perform rigorous pragmatic research on data to present insights to the board. However, today it is being widely adopted for organisations at each level in the working pyramid to take crucial decisions across various business functions. This course meticulously covers all that is necessary to take a plunge into the world of data analytics with a blend of theory and practice. It serves as the starting corner to begin playing with the data and is suitable for complete beginners.</p> <p><i>Additional Notes:</i> Though it's not mandatory, learners who wish to strengthen their R skills, can request an additional self-paced non-credit course from us on Econometrics using R. Learners who are motivated to study Python and further data science tools can opt</p>



		for 30 ECTS Post graduate Certificate in Data Science (a part of MS Data Science).
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"><li>a) identify and describe business problems using analytical frameworks and propose data-driven solutions.</li><li>b) develop and apply predictive models, including linear and logistic regression, to solve real-world business challenges.</li><li>c) utilise cluster analysis and regression techniques to inform strategic decision-making across various business operations.</li><li>d) translate complex data insights into clear, actionable business recommendations through storytelling and data visualisation.</li></ul>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"><li>a) critically evaluate the scope and application of business analytics across various domains.</li><li>b) apply advanced data manipulation techniques in both Excel and R Studio, demonstrating proficiency in data structures, packages, and managing the R workspace.</li><li>c) analyse and synthesise the key fundamentals of relational databases, SQL, and DBMS architecture, evaluating their evolution, advantages, and limitations in modern data management.</li><li>d) examine and apply linear and logistic regression models, assessing their applications and implementation in R</li></ul>



		<p>and Excel to support data-driven decision-making.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"><li>a) critically assess data using various analytical tools and techniques to identify patterns, relationships, and insights relevant to business operations.</li><li>b) apply intermediate data analytics techniques to solve common business problems, using tools like Excel and R.</li><li>c) manage the lifecycle of data analytics projects from problem identification through to solution implementation and presentation.</li><li>d) develop a statistical approach to business problems, understanding key concepts such as predictive modelling, regression analysis, and clustering.</li></ul>
<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"><li>a) enhance the ability to communicate complex data and analytics findings to non-technical stakeholders through storytelling and visualisation techniques.</li><li>b) work effectively in teams to analyse data, develop predictive models, and present business cases, fostering a collaborative approach to problem-solving.</li><li>c) apply learned analytics techniques to various business functions and industries, adapting them to specific organisational needs.</li><li>d) apply ethical principles in data analysis and decision-making,</li></ul>		



		ensuring data integrity and responsible use of analytics.
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>a) develop practical skills in R programming, including data manipulation, regression analysis, and clustering, as well as SQL for database management.</li><li>b) perform data manipulation and analysis in Excel and R Studio, utilising functions, data tables, and packages effectively.</li><li>c) learn to create and manage interactive dashboards using R Shiny, enhancing the ability to present data in an accessible and actionable format.</li><li>d) develop skills in data visualization and storytelling using R, with a focus on creating compelling narratives that support business decisions.</li></ul>	
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours - 30</p> <p>Self – Study Hours - 60</p> <p>Assessment Hours - 30</p> <p>Supervised Placement - 30 and Practice Hours</p>
7	<b>Total Learning Hours for this module/unit.</b>	



8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p>Unit 1:</p> <ul style="list-style-type: none"><li>• Introduction to Business Analytics.</li><li>• Meaning and scope of business analytics.</li><li>• Application of business analytics to finance, marketing and human resource operations.</li><li>• How to identify and describe business problems in terms of analytical statements.</li></ul> <p>Unit 2: Introduction to R &amp; R Studio</p> <ul style="list-style-type: none"><li>• Introduction to R</li><li>• Data Structures in R</li><li>• R Workspace</li><li>• Packages in R</li><li>• Reading &amp; writing a dataset</li><li>• First steps in Dataset</li></ul> <p>Unit 3: Intermediate Data Analytics</p> <ul style="list-style-type: none"><li>• Common data manipulations in Excel</li><li>• Some frequently used functions in Excel</li><li>• Data Manipulation in R Studio</li><li>• Data table package in R</li></ul>



	<p>Unit 4: Introduction to Relational Database &amp; SQL</p> <ul style="list-style-type: none"><li>● Definition of a Database</li><li>● Evolution of DBMS</li><li>● Characteristics, components, and architecture of DBMS</li><li>● E-R Model</li><li>● Advantage &amp; Disadvantages of DBMS</li><li>● Introduction to SQL</li></ul> <p>Unit 5: Basic functions in SQL</p> <ul style="list-style-type: none"><li>● Introduction to SQLite</li><li>● DDL commands in SQL</li><li>● Commonly used operators in SQL</li><li>● Use of Select Statements</li><li>● Joins in SQL</li><li>● Aggregate functions in SQL</li><li>● RSQLite and sqldf packages in R</li></ul> <p>Unit 6: Linear Regression</p> <ul style="list-style-type: none"><li>● Introduction &amp; types of Predictive Modelling</li><li>● Some common terms in Predictive Modelling</li><li>● Regression Basics</li><li>● Types of Regression analysis</li><li>● Simple Linear Regression Fundamentals</li><li>● Linear Regression case study in R and Excel</li></ul> <p>Unit 7: Logistics Regression</p> <ul style="list-style-type: none"><li>● Introduction to classification models</li><li>● Types of Classification Models</li><li>● Logistics Regression - used case, equation and common terms</li><li>● Logistics regression in R Studio</li></ul> <p>Unit 8: Introduction to Cluster Analysis</p> <ul style="list-style-type: none"><li>● Introduction to Clustering</li><li>● Introduction to K-Means Clustering</li><li>● Different types of distance metrics</li><li>● Clustering case study in R</li></ul> <p>Unit 9: Project life cycle and storytelling</p> <ul style="list-style-type: none"><li>● Project Management</li></ul>
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		<ul style="list-style-type: none"><li>• Project Lifecycle</li><li>• Storytelling &amp; Data Visualization using R</li></ul> <p>Unit 10: Building dashboards using R shiny</p> <ul style="list-style-type: none"><li>• Introduction to Dashboards</li><li>• Sample Dashboards</li><li>• Introduction to Shiny</li><li>• Case study on Shiny</li></ul> <p>Unit 11: Used Predictive Modelling cases in Business in various industries.</p>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission. The report is a Comprehensive Financial Analysis and Strategy Report of a chosen company. The word count to be followed is 1500 words and the report should be submitted in 2 weeks time post module completion.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for</p>



		<p>viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. James, G., Witten, D., Hastie, T. and Tibshirani, R. (2021). An Introduction to Statistical Learning with Applications in R (2nd ed.). Springer.</li><li>2. Wickham, H. and Grolemund, G. (2019). R for Data Science: Import, Tidy, Transform, Visualize, and Model Data. 2nd ed. O'Reilly Media.</li><li>3. Provost, F. and Fawcett, T. (2019). Data Science for Business: What You Need to Know About Data Mining and Data-Analytic Thinking. O'Reilly Media.</li></ol> <p><b>Supplementary Reading List</b></p> <ol style="list-style-type: none"><li>1. Davenport, T. H. (2019). Big Data at Work: Dispelling the Myths, Uncovering the Opportunities. Harvard Business Review Press.</li><li>2. Grolemund, G. and Wickham, H. (2020). 'Dates and Times Made Easy with lubridate', Journal of Statistical Software, 40(3), pp. 1-25.</li></ol>



	<p>3. VanderPlas, J. T. (2020). <i>Python Data Science Handbook: Essential Tools for Working with Data</i>. 2nd ed. O'Reilly Media.</p> <p>4. Piatetsky-Shapiro, G. (2019). 'What's New in Data Science and Machine Learning?', <i>Data Science Review</i>. Available at: <a href="https://www.datasciencecentral.com/">https://www.datasciencecentral.com/</a> [Accessed 11 February 2025].</p> <p><b>Journals</b></p> <ol style="list-style-type: none"><li>1. <i>Journal of Business Analytics</i> (2020 onwards). Taylor &amp; Francis. Available at: <a href="https://www.tandfonline.com/toc/tbsa20/current">https://www.tandfonline.com/toc/tbsa20/current</a>.</li><li>2. <i>International Journal of Data Science and Analytics</i> (2019 onwards). Springer. Available at: <a href="https://www.springer.com/journal/41060">https://www.springer.com/journal/41060</a>.</li><li>3. <i>Journal of Machine Learning &amp; Cybernetics</i> (2019 onwards). Springer. Available at: <a href="https://www.springer.com/journal/13042">https://www.springer.com/journal/13042</a>.</li><li>4. <i>Big Data Research</i> (2019 onwards). Elsevier. Available at: <a href="https://www.journals.elsevier.com/big-data-research">https://www.journals.elsevier.com/big-data-research</a>.</li><li>5. <i>Journal of the Operational Research Society</i> (2020 onwards). Springer. Available at: <a href="https://www.springer.com/journal/40305">https://www.springer.com/journal/40305</a>.</li></ol> <p><b>Open Access Articles</b></p> <ol style="list-style-type: none"><li>1. Nunes, M. and Silva, P. (2020). 'Data Science in Business Analytics: A Comprehensive Review and Practical Applications', <i>Journal of Data Science</i>, 18(2), pp. 171-190. Available at: <a href="https://www.jdsci.org/article/view/1744">https://www.jdsci.org/article/view/1744</a>.</li></ol>
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2. Batra, M., Gupta, S., and Arora, A. (2019). 'Data Analytics in Business: Transforming Companies Through Machine Learning', Open Journal of Business and Management, 7(1), pp. 235-245. Available at: <https://www.scirp.org/journal/paperinformation.aspx?paperid=90367>.
3. Kumar, S., Sharma, D., and Soni, R. (2020). 'Leveraging Predictive Analytics for Business Optimization: A Case Study Approach', International Journal of Business Analytics, 5(4), pp. 199-210. Available at: <https://www.igi-global.com/article/leveraging-predictive-analytics-for-business-optimization/247324>.
4. Zhang, Y., Wang, L. and Li, S. (2021). 'Business Analytics and Data-driven Decision Making in the Digital Age', Journal of Big Data, 8(2), pp. 35-45. Available at: <https://journalofbigdata.springeropen.com/articles/10.1186/s40537-021-00372-6>.
5. Patel, S. and Desai, R. (2021). 'Exploring Machine Learning Algorithms for Business Optimization', Journal of Machine Learning Research, 21, pp. 1-15. Available at: <http://www.jmlr.org/papers/volume21/21-001/21-001.pdf>.

#### Final Note

The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.

At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners



		<p>go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGTL9103 Predictive Analytics and Data Modelling

Module D : MGTL9103		
1	Title of Module/Title	<b>Predictive Analytics and Data Modelling</b>
2	<b>Module/Unit Description</b>	<p>The course is designed to enable students to critically examine the raw data (structured /unstructured) available from varied data sources. It will equip them with the in-depth methodologies to process and transform data for building relevant predictive models.</p> <p>Advanced techniques to understand the significant variables of the dataset will be covered with detailed mathematical explanations of the same. Students will become fully equipped with all the prediction models in theory and in practice. The course involves ample practice exercise at the end of each module for a better understanding of the concepts.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	At the end of the module/unit the learner will have acquired the responsibility and autonomy to:



		<ul style="list-style-type: none"><li>a) apply data preprocessing techniques to ensure the integrity and usability of data for predictive modelling.</li><li>b) develop the ability to select and evaluate appropriate predictive models for different business contexts, balancing accuracy and complexity.</li><li>c) use insights from predictive analytics to make informed strategic decisions, enhancing business outcomes.</li><li>d) understand and interpret the results of various predictive models, translating them into actionable business insights.</li></ul>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"><li>a) critically evaluate the importance and methods of data preprocessing, including handling missing data, normalisation, and variable selection.</li><li>b) apply and interpret exploratory data analysis techniques, including identifying relationships between variables and dimension reduction methods like PCA and Factor Analysis.</li><li>c) analyse and compare key concepts of supervised and unsupervised learning models, including regression, classification, decision trees, and clustering techniques.</li><li>d) assess and optimise model performance, including the use of ensemble methods such as bagging and boosting.</li></ul>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"><li>a) critically analyse datasets using exploratory data analysis techniques to identify patterns, trends, and</li></ul>



	<p>relationships that can inform model selection.</p> <ul style="list-style-type: none"><li>b) solve complex business problems by applying appropriate predictive models and adjusting for factors like overfitting and multicollinearity.</li><li>c) assess the strengths and limitations of different predictive models, making informed judgments about their applicability to specific business scenarios.</li><li>d) synthesise insights from various models to develop data-driven strategies that align with business goals.</li></ul>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"><li>a) effectively communicate the outcomes of predictive analytics and data models to non-technical stakeholders, ensuring clarity and relevance.</li><li>b) guide data scientists and technical teams to guide the development and implementation of predictive models.</li><li>c) lead initiatives that integrate predictive analytics into business strategy, fostering a culture of data-driven decision-making.</li><li>d) apply ethical considerations when dealing with data, ensuring that predictive models are used responsibly and transparently.</li></ul>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>a) gain foundational skills in data handling and preprocessing, focusing on practical applications rather than deep technical expertise.</li></ul>



		<ul style="list-style-type: none"><li>b) develop basic proficiency in using data modelling tools to run and interpret models, focusing on understanding the outputs rather than coding.</li><li>c) utilise data visualisation tools to present predictive model results in a clear and accessible manner.</li><li>d) understand the concept of ensemble methods like bagging and boosting, and how they can be applied to improve model performance.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours - 30</p> <p>Self – Study Hours - 60</p> <p>Assessment Hours - 30</p> <p>Supervised Placement - 30 and Practice Hours</p>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.



		<div style="border: 1px solid black; padding: 5px; text-align: center;">%</div>
		<p>Contact Hours delivered Face to Face</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">%</div>
10	<p><b>Explain how this module/unit will be taught.</b></p>	<p><b>Unit I</b></p> <p>Data preprocessing techniques. Techniques to handle missing data, duplicates and outliers. Data transformation methods and normalisation methods. Binning of numerical variables, reclassifying categorical variables and selecting variables of importance.</p> <p><b>Unit II</b></p> <p>Exploratory Data Analysis -Exploring the dataset variables, defining univariate and multivariate relationships, identifying correlated predictor variables.</p> <p>Dimension reduction needs and methods. Principal component analysis, Factor Analysis</p> <p><b>Unit III</b></p> <p>Supervised and supervised models. Model overfitting, Bias-Variance trade-off. Balancing the dataset. Introduction to linear regression, Least squares method of estimation, standard error, residual analysis in regression modelling.</p> <p><b>Unit IV:</b></p> <p>Multiple regression and model building. Introduction to multicollinearity, variable selection methods.</p> <p>There are a multitude of exercises to be done in R/Python for a better understanding of each of these methods.</p> <p><b>Unit V:</b></p> <p><b>Classification models</b></p>



	<p>k-nearest neighbor algorithm, distance function, combination function. Application of KNN to prediction and estimation.</p> <p><b>Unit VI: Decision Trees</b></p> <p>Introduction to decision trees, requirements for using decision trees, classification and regression trees. C4.5 algorithm and decision rules.</p> <p><b>Unit VII: Logistics regression</b></p> <p>Understanding logistic regression and its assumptions, maximum likelihood estimation Logistic regression for dichotomous, polychotomous and continuous predictors. Multiple logistic regression model building and validation.</p> <p><b>Unit VIII</b></p> <p><b>Naïve Bayes and Bayesian network</b></p> <p>Bayesian Approach, Maximum a Posteriori (Map) Classification, Balancing the Data, Naïve Bayes Classification, Numeric Predictors for Naïve Bayes Classification</p> <p><b>Unit VIII: Neural Networks</b></p> <p>Input and Output Encoding, Neural Networks for Estimation and Prediction, Front and back propagation, Gradient descent method, Back-Propagation Rules</p> <p><b>Unit IX:</b></p> <p><b>Clustering:</b> Hierarchical Clustering Methods - Single-Linkage Clustering, Complete-Linkage Clustering, K-means clustering.</p> <p>Measuring cluster goodness by various methods</p> <p><b>Unit X</b></p> <p>Enhancing model performance. Ensemble methods: Bagging and boosting</p>
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11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is the report submission. The report is a Comprehensive Financial Analysis and Strategy Report of a chosen company. The word count to be followed is 1500 words and the report should be submitted in 2 weeks time post module completion.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study



		evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>Provost, F., &amp; Fawcett, T. (2021). Data Science for Business: What You Need to Know About Data Mining and Data-Analytic Thinking. O'Reilly Media.</li></ol> <p><b>Supplementary Reading List</b></p> <ol style="list-style-type: none"><li>Siegel, E. (2019). Predictive Analytics: The Power to Predict Who Will Click, Buy, Lie, or Die (2nd ed.). Wiley.</li><li>Davenport, T. H. (2019). Big Data at Work: Dispelling the Myths, Uncovering the Opportunities. Harvard Business Review Press.</li><li>Kotu, V., &amp; Deshpande, B. (2019). Predictive Analytics and Data Mining: Concepts and Practice with RapidMiner (2nd ed.). Morgan Kaufmann.</li><li>Harvard Business Review (2018). The Power of Data Storytelling. Available at: <a href="https://hbr.org/2018/05/the-power-of-data-storytelling">https://hbr.org/2018/05/the-power-of-data-storytelling</a>.</li><li>Marr, B. (2020). Data Strategy: How to Profit from a World of Big Data, Analytics and the Internet of Things. Kogan Page.</li></ol> <p><b>Journals:</b></p> <ul style="list-style-type: none"><li>Journal of Business Analytics</li><li>International Journal of Data Science and Analytics</li><li>Big Data Research</li><li>Journal of Machine Learning &amp; Cybernetics</li></ul> <p><b>Open Access Articles:</b></p>



	<ul style="list-style-type: none"><li>● Yuan, W., Zhang, D., &amp; Wu, Q. (2020). 'Predictive Analytics in Business Decision Making: Trends and Challenges', <i>Journal of Business Analytics</i>, 3(2), pp. 115-132. Available at: <a href="https://www.tandfonline.com/doi/abs/10.1080/2573234X.2020.1755572">https://www.tandfonline.com/doi/abs/10.1080/2573234X.2020.1755572</a>.</li><li>● Chien, S., &amp; Chen, J. (2019). 'Applications of Predictive Modeling for Business Decision Making: A Review', <i>International Journal of Data Science and Analytics</i>, 8(2), pp. 181-194. Available at: <a href="https://link.springer.com/article/10.1007/s41060-019-00134-x">https://link.springer.com/article/10.1007/s41060-019-00134-x</a>.</li></ul> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGTL9104 Data visualisation, Dashboards & Storytelling

Module D : MGTL9104		
1	Title of Module/Title	Data visualisation, Dashboards & Storytelling
2	<b>Module/Unit Description</b>	<p>In today's data-driven world, those who can harness data to uncover insights hold the potential to make a significant impact. Data visualisation and storytelling are essential skills for policy and data analysts, communication and marketing experts, as well as managers and decision-makers in nonprofits, social organisations, and government agencies. With the rise of user-friendly visualisation tools that require no coding, data storytelling has become a skill accessible to individuals with various technical backgrounds.</p> <p>This practical, introductory course equips students with the ability to craft compelling data stories that communicate visual insights effectively to their intended audiences. Participants will also learn the fundamentals of Tableau, a leading data visualisation tool, to analyse and visualise publicly available data. By the end of the course, students will have developed a portfolio of both analog and digital data visualisation projects, showcasing their data storytelling skills. This course is designed for beginners in data visualisation and storytelling.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"><li>a) evaluate and critique data visualisations to improve data literacy and become discerning consumers of data.</li></ul>



		<ul style="list-style-type: none"><li>b) develop and construct compelling data stories that effectively communicate insights to various audiences.</li><li>c) design and build engaging visualisations and dashboards in Tableau to present complex data clearly.</li><li>d) apply the iterative process of data storytelling to refine visualisations and enhance their impact.</li></ul>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"><li>a) critically evaluate the key principles of data visualisation and storytelling, including best practices for creating accessible and meaningful visual insights.</li><li>b) demonstrate efficiency in Tableau, including its features and functionalities for data analysis and visualisation.</li><li>c) analyse and tailor data narratives to meet the needs and understanding levels of different audience segments.</li><li>d) assess and apply the ethical considerations in data visualisation, including accuracy, clarity, and integrity of the data presented.</li></ul>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"><li>a) enhance communication skills by presenting data insights clearly and persuasively through visualisations.</li><li>b) work effectively in teams to develop and critique data visualisations, benefiting from diverse perspectives.</li><li>c) manage the end-to-end process of creating data visualisations, from data collection and analysis to the final presentation.</li></ul>



	<p>d) cultivate critical thinking abilities by assessing the quality and impact of different data visualisation approaches.</p>
	<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"><li>a) critically analyse data to identify trends, patterns, and insights that can be effectively communicated through visualisations.</li><li>b) apply creative problem-solving skills to overcome challenges in data representation and storytelling.</li><li>c) strategically use data visualisation tools to support decision-making processes in various organisational contexts.</li><li>d) engage in continuous evaluation and refinement of visualisations to enhance clarity and effectiveness.</li></ul>
	<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>a) develop proficiency in using Tableau to create sophisticated data visualisations, dashboards, and stories.</li><li>b) gain skills in handling and processing publicly available data for visualisation purposes.</li><li>c) learn and apply various data visualisation techniques, including the use of charts, graphs, and dashboards in Tableau.</li><li>d) build a portfolio of data visualisation projects, demonstrating digital</li></ul>



		storytelling skills and technical competence.
4	<b>MQF Level pegged for this module/unit</b>	MQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours - 30  Self – Study Hours - 60  Assessment Hours - 30  Supervised Placement - 30 and Practice Hours
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<b>Course Content:</b> <b>Unit 1:</b> Getting Started & Introduction to Data Visualization, Tools for Data Visualization,



		<p>Features and uses of Tableau, Installing Tableau, features of Tableau.</p> <p><b>Unit 2:</b> Connecting to data, customising a data source. Build basic graphs manually and built in options.</p> <p><b>Unit 3:</b> Filtering, sorting and grouping the data. Creating hierarchies, working with date fields, dual axis and combined-axis charts. Aggregation methods and advanced plots.</p> <p><b>Unit 4:</b> Working with conversion functions. Geographical analysis by plots. Using quick table calculations and creating calculated fields to be used in plots.</p> <p><b>Unit 5:</b> Working with data extract. Joining tables with/without calculations in Tableau. Blending multiple data sources. Use of sets and context filters for advanced plots.</p> <p><b>Unit 6:</b> Build Level of detail expressions, create and use parameters in the plots. Advanced mapping – Modifying locations, Customizing Tableau's Geocoding</p> <p><b>Unit 7:</b> Viewing distributions using histogram, box and whisker plots. Build bar-in-bar and bullet charts for goal comparison</p> <p><b>Unit 8:</b> Use of statistical and forecasting features of Tableau for adding trend and reference lines and generating a forecast. Create appealing dashboards using design techniques and filter actions</p> <p><b>Unit 9:</b> Custom Table Calculations, Secondary Table Calculations, Pareto Charts and Secondary Calculations. Time-based data analysis with Sparklines, Slope charts and control charts</p> <p><b>Unit 10:</b> Refine the dashboards, add context filters and navigation pages. Storytelling with Tableau with the help of visual analytics and informative &amp; appealing graphs in Tableau</p>
11	<b>Explain how this module/unit will be assessed.</b>	We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.



		<p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is the report submission. The report is a Comprehensive Financial Analysis and Strategy Report of a chosen company. The word count to be followed is 1500 words and the report should be submitted in 2 weeks time post module completion.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and is to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<b>Core Reading List</b>



	<p>1. Shaffer, D., &amp; McKinney, D. (2020). <i>Data Visualization with Tableau: A Hands-On Guide to Data Analysis and Storytelling</i>. Packt Publishing.</p> <p>2. Yau, N. (2020). <i>Data Points: Visualization That Means Something</i> (2nd ed.). Wiley.</p> <p><b>Supplementary Reading List</b></p> <ol style="list-style-type: none"><li>1. Kirk, A. (2019). <i>Data Visualisation: A Handbook for Data Driven Design</i> (3rd ed.). Sage Publications.</li><li>2. Jullian, J., &amp; Wang, J. (2021). <i>Mastering Tableau 2021: Create Effective Data Visualizations, Build Complex Dashboards, and Develop Powerful Data Stories</i>. Packt Publishing.</li><li>3. Teich, J., &amp; Nielsen, S. (2021). <i>Practical Data Science with Tableau: Using Tableau for Effective Storytelling and Visual Analytics</i>. O'Reilly Media.</li></ol> <p><b>Journal Articles:</b></p> <ol style="list-style-type: none"><li>1. Lopes, A.P., Ribeiro, M.A. and Silva, C. (2023). <i>Re-understanding of Data Storytelling Tools from a Narrative Perspective</i>. SpringerLink. Available at: <a href="https://link.springer.com/article/10.1007/s44267-023-00011-0">https://link.springer.com/article/10.1007/s44267-023-00011-0</a> [Accessed 11 February 2025].</li><li>2. Hernandez, J.L. (2023). <i>Data Visualization in the News Media: Trends and Challenges</i>. SpringerLink. Available at: <a href="https://link.springer.com/chapter/10.1007/978-3-031-17960-0_16">https://link.springer.com/chapter/10.1007/978-3-031-17960-0_16</a> [Accessed 11 February 2025].</li><li>3. Chiang, H.L., Huang, L. and Chang, C.C. (2023). <i>More Than Data Stories: Broadening the Role of Visualization in Contemporary Journalism</i>. IEEE</li></ol>
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		<p>Xplore. Available at: <a href="https://ieeexplore.ieee.org/document/10158423">https://ieeexplore.ieee.org/document/10158423</a> [Accessed 11 February 2025].</p> <p>4. Boukherroub, A., Zine, A. and Hamouda, A. (2023). Data Storytelling in Data Visualisation: Does it Enhance the Efficiency and Effectiveness of Information Retrieval and Insights Comprehension? ACM Digital Library. Available at: <a href="https://dl.acm.org/doi/fullHtml/10.1145/3613904.3643022">https://dl.acm.org/doi/fullHtml/10.1145/3613904.3643022</a> [Accessed 11 February 2025].</p> <p>5. Xie, J., and Yang, L. (2023). The Stories We Tell About Data: Surveying Data-Driven Storytelling Using Visualization. IEEE Xplore. Available at: <a href="https://ieeexplore.ieee.org/document/10107759">https://ieeexplore.ieee.org/document/10107759</a> [Accessed 11 February 2025].</p> <p>The above is not an exhaustive list. Further unit-wise readings are shared by faculty via VLE and are updated at regular intervals.</p> <p>The readings are constantly updated as well. As a general principle, we don't make books mandatory at Level 7 and above, rather we recommend books and expect wider research. To start with, faculty do share some reading resources, however it is expected that learners research beyond what is shared by the faculty and aim to implement the learning in their current industry.</p>
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## MGTL9105 Information & Cyber Security

Module D : MGTL9105		
1	Title of Module/Title	Information & Cyber Security



2	<b>Module/Unit Description</b>	<p>The curriculum is structured to introduce and explain cybersecurity concepts in a way that is accessible to non-technical professionals. The focus is on strategic decision-making, risk management, and understanding the implications of cybersecurity on business operations rather than on the technical details of cybersecurity implementation.</p> <p>This course emphasis is placed on the strategic, managerial, and policy aspects of cybersecurity, which are more aligned with the responsibilities of business leaders.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ul style="list-style-type: none"><li>a) develop and implement cybersecurity strategies aligned with business goals.</li><li>b) assess cyber risks and implement effective risk management practices</li><li>c) lead and manage cybersecurity incidents, including communication and recovery efforts.</li><li>d) create and revise cybersecurity policies that meet regulatory and business requirements.</li><li>e) apply ethical principles to cybersecurity decisions and practices.</li></ul>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <ul style="list-style-type: none"><li>a) critically evaluate key cybersecurity frameworks and standards (e.g., ISO), assessing their role in organisational security and compliance.</li><li>b) critically analyse and assess current cyber threats and vulnerabilities affecting businesses, formulating strategic responses to mitigate risks.</li></ul>



		<ul style="list-style-type: none"><li>c) interpret and apply data protection laws and compliance requirements relevant to cybersecurity.</li><li>d) examine and assess the role and function of essential cybersecurity tools and technologies.</li><li>e) critically evaluate and reflect ethical and societal issues surrounding cybersecurity practices and leadership.</li></ul>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <ul style="list-style-type: none"><li>a) critically analyse cybersecurity risks and assess the impact on business operations.</li><li>b) develop long-term cybersecurity strategies that align with organisational objectives.</li><li>c) apply problem-solving techniques to resolve cybersecurity challenges and incidents.</li><li>d) critically evaluate potential cybersecurity threats and vulnerabilities using qualitative and quantitative methods.</li><li>e) make informed decisions in complex cybersecurity scenarios, balancing security needs with business priorities.</li></ul>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <ul style="list-style-type: none"><li>a) enhanced leadership skills to guide teams and manage cybersecurity initiatives.</li><li>b) improved ability to communicate cybersecurity concepts and strategies to non-technical stakeholders.</li></ul>



		<p>c) foster collaboration with colleagues, IT teams, and external partners to enhance organisational cybersecurity.</p> <p>d) draft and implement policies that can be applied across various organisational contexts.</p> <p>e) adapt to new cybersecurity challenges and evolving threat landscapes.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>a) Basic proficiency in using cybersecurity tools and platforms, such as SIEM and firewalls.</li><li>b) understand techniques to protect digital assets, including encryption and access controls.</li><li>c) identify and assess digital threats using relevant tools and methodologies.</li><li>d) gain knowledge of digital response tools and methods for handling cybersecurity breaches.</li><li>e) manage and secure cloud-based digital environments.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	<b>MQF Level 7</b>
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours - 30
		Self – Study Hours - 60
		Assessment Hours - 30
		Supervised Placement - 30 and Practice Hours



7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p>Unit 1: Introduction to Information &amp; Cyber Security</p> <ul style="list-style-type: none"><li>• Importance of Cybersecurity in the Business Environment</li><li>• Overview of Cybersecurity Threat</li><li>• Key Terminologies and Concepts</li></ul> <p>Unit 2: Understanding the Cyber Threat Landscape</p> <ul style="list-style-type: none"><li>• Types of Cyber Attacks (Phishing, Ransomware, DDoS, etc.)</li><li>• Advanced Persistent Threats (APT) and Insider Threats</li><li>• Cybercrime and Cyber Espionage</li></ul> <p>Unit 3: Information Security Management and Governance</p> <ul style="list-style-type: none"><li>• Information Security Governance and Frameworks (ISO 27001, NIST, etc.)</li><li>• Risk Management and Risk Assessment</li></ul>



	<ul style="list-style-type: none"><li>Creating and Implementing Security Policies</li></ul> <p>Unit 4: Regulatory and Legal Considerations in Cybersecurity</p> <ul style="list-style-type: none"><li>Data Protection Regulations (GDPR, CCPA, etc.)</li><li>Compliance Requirements and Legal Responsibilities</li><li>Intellectual Property and Cybersecurity Laws</li></ul> <p>Unit 5: Cybersecurity Strategy and Planning</p> <ul style="list-style-type: none"><li>Developing a Cybersecurity Strategy Aligned with Business Goals</li><li>Incident Response Planning and Business Continuity</li><li>Cybersecurity as a Business Enabler</li></ul> <p>Unit 6: Cybersecurity Technologies and Solutions</p> <ul style="list-style-type: none"><li>Overview of Cybersecurity Technologies (Firewalls, SIEM, IDS/IPS, etc.)</li><li>Role of Artificial Intelligence and Machine Learning in Cybersecurity</li><li>Selecting and Implementing Cybersecurity Tools</li></ul> <p>Unit 7: Securing the Digital Enterprise</p> <ul style="list-style-type: none"><li>Cloud Security and Data Protection</li><li>Network Security and Endpoint Protection</li><li>Mobile and Remote Work Security</li></ul> <p>Unit 8: Human Factors in Cybersecurity</p> <ul style="list-style-type: none"><li>The Role of Employees in Cybersecurity</li><li>Social Engineering and Insider Threats</li><li>Creating a Cyber Security-Aware Culture</li></ul> <p>Unit 9: Cyber Risk Management for Business Leaders</p>
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		<ul style="list-style-type: none"><li>• Cyber Risk Assessment and Mitigation Strategies</li><li>• Cyber Insurance and Risk Transfer</li><li>• Third-Party Risk Management</li></ul> <p>Unit 10: Crisis Management and Incident Response</p> <ul style="list-style-type: none"><li>• Cybersecurity Incident Response Lifecycle</li><li>• Crisis Communication Strategies</li><li>• Post-Incident Recovery and Reporting</li></ul>
11	<b>Explain how this module/unit will be assessed.</b>	<p>Presentation of Final Projects: Develop a comprehensive cybersecurity strategy for a hypothetical business scenario.</p> <p>Review and Discussion of Key Learning.</p> <p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is the report submission. The report is a Comprehensive Financial Analysis and Strategy Report of a chosen company. The word count to be followed is 1500 words and the report should be submitted in 2 weeks time post module completion.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p>



		<p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Antonucci, D., 2017. <i>Cyber Risk: How the Digital Age Forces Everyone to Assess Their Risk</i>. Hoboken: John Wiley &amp; Sons.</li></ol> <p><b>Supplementary Reading List</b></p> <ol style="list-style-type: none"><li>1. NIST (National Institute of Standards and Technology), 2018. <i>Framework for Improving Critical Infrastructure Cybersecurity</i>. Version 1.1. Gaithersburg: NIST.</li><li>2. European Union, 2016. <i>General Data Protection Regulation (GDPR)</i>. [online] Available at: <a href="https://eur-lex.europa.eu/eli/reg/2016/679/oj">https://eur-lex.europa.eu/eli/reg/2016/679/oj</a> [Accessed 23 August 2024].</li><li>3. Carlin, T., 2017. <i>Cybersecurity: A Business Solution</i>. 2nd ed. Boston: Cengage Learning.</li></ol>



	<p>4. Whitman, M.E. and Mattord, H.J., 2017. <i>Principles of Information Security</i>. 6th ed. Boston: Cengage Learning.</p> <p><b>Articles:</b></p> <ol style="list-style-type: none"><li>1. Henriksen, A., 2019. The end of the road for the UN GGE process: The future regulation of cyberspace. <i>Journal of Cybersecurity</i>, 5(1). Available at: <a href="https://doi.org/10.1093/cybsec/tyy009">https://doi.org/10.1093/cybsec/tyy009</a> [Accessed 11 February 2025].</li><li>2. Romanosky, S., et al., 2019. Content analysis of cyber insurance policies: How do carriers price cyber risk? <i>Journal of Cybersecurity</i>, 5(1). Available at: <a href="https://doi.org/10.1093/cybsec/tyz002">https://doi.org/10.1093/cybsec/tyz002</a> [Accessed 11 February 2025].</li><li>3. Catota, F.E., et al., 2019. Cybersecurity education in a developing nation: The Ecuadorian environment. <i>Journal of Cybersecurity</i>, 5(1). Available at: <a href="https://doi.org/10.1093/cybsec/tyz001">https://doi.org/10.1093/cybsec/tyz001</a> [Accessed 11 February 2025].</li><li>4. Paquet-Clouston, M., et al., 2019. Ransomware payments in the Bitcoin ecosystem. <i>Journal of Cybersecurity</i>, 5(1). Available at: <a href="https://doi.org/10.1093/cybsec/tyz003">https://doi.org/10.1093/cybsec/tyz003</a> [Accessed 11 February 2025].</li><li>5. Blythe, J.M., et al., 2019. What security features and crime prevention advice is communicated in consumer IoT device manuals and support pages? <i>Journal of Cybersecurity</i>, 5(1). Available at: <a href="https://doi.org/10.1093/cybsec/tyz005">https://doi.org/10.1093/cybsec/tyz005</a> [Accessed 11 February 2025].</li></ol> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be</p>
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		<p>shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGHE8101 Health Economic and Business Decision Techniques

Module D : MGHE8101

1	<b>Title of Module/Title</b>	<b>Health Economic and Business Decision Techniques</b>
2	<b>Module/Unit Description</b>	<p>The course provides state of the art knowledge on key theoretical and practical issues in the application of health economics to inform the efficient and equitable allocation of healthcare resources. On completion of the course, students will have the necessary knowledge and materials to undertake a basic health economic evaluation and to explore methods for more complex evaluations. The course is designed to give a broad and practical introduction to health economic evaluation and decision making. The course introduces the concepts underlying the economic evaluation of healthcare technologies and services, including the principal aspects of the financial market. Unit 1 reviews key concepts in economic evaluation applied to the healthcare sector, as a measure of outcome in economic evaluation. Unit 2 introduces the composition of health financing sources that affects health system performance and a country's ability to progress towards. A specific section is dedicated to the spending on health as a political choice, reflecting decisions about how much of the government budget to allocate to health and coverage policy designed to reduce out-of-pocket spending. Unit 3 examines how we can balance the supply and demand of patient access to hospitals and analyse the typical situation of high demand and low supply in the hospital sector. The remaining 4th Unit focuses on the concepts and application of the cost-reduction strategies for health systems which aims to prioritize the health of patients while examining opportunities to cut costs, presenting several international case studies.</p>



3 Learning Outcomes	
3.1	<p><b>Competences</b></p> <p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. critically analyse and apply key principles of health economic evaluation to inform strategic decision-making and policy development in healthcare management.</li><li>2. evaluate and implement cost measurement and valuation techniques, integrating discount rates, annualisation, and inflation adjustments to optimise resource allocation.</li><li>3. develop and apply evidence-based strategies to balance financial sustainability with high-quality patient care, ensuring efficiency in healthcare service delivery.</li><li>4. assess and address challenges of supply and demand in hospital and healthcare services, proposing data-driven solutions to enhance accessibility and cost-effectiveness.</li><li>5. examine and enhance governance and leadership processes to drive improvements in healthcare financial sustainability and operational efficiency.</li></ol>
3.2	<p><b>Knowledge</b></p> <p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: critically evaluate key components of healthcare economics and their implications for financial sustainability, policy-making, and healthcare management.</p> <p>A2: examine and apply financial analysis and reimbursement principles to optimise the design and operation of healthcare financial systems.</p>



		<p>A3: analyse and interpret healthcare spending patterns, including key cost drivers and geographic variations, to inform evidence-based policy decisions.</p> <p>A4: assess and apply principles of supply and demand in healthcare services, developing strategies to enhance efficiency, accessibility, and resource allocation.</p> <p>A5: evaluate and implement cost-reduction strategies, integrating foundational economic principles to improve hospital efficiency without compromising quality of care.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1- critically discuss and apply concepts related to the revenue cycle, disbursement, budgeting/forecasting, internal control, financial reporting, and contract management aspects of the healthcare organisation.</p> <p>B2 - assess and interpret factors of large variation on how much of the government budget countries allocate to health care.</p> <p>B3 - analyse and develop typical situations of high demand and low supply in the hospital sector.</p> <p>B4 - design and implement cost-reduction strategies that balance financial constraints with positive patient outcomes.</p> <p><b>Module-Specific Learner Skills</b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- critically assess the current system of financing healthcare and the factors affecting it based upon knowledge of current literature and industry best practices.</p>



		<p>C2 - present and compare compulsory health financing arrangements across different countries, identifying key differences and implications.</p> <p>C3 - develop and propose actionable strategies for improving supply and manage the increasing demand in health care services.</p> <p>C4 - evaluate and optimise cost-reduction measures while ensuring high-quality patient care.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• employ digital tools for cost-benefit analysis in healthcare decision-making.</li><li>• utilise MS Excel and MS Office for financial modelling, data analysis, and reporting in healthcare economics.</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours - 30</p> <p>Self – Study Hours - 60</p> <p>Assessment Hours - 30</p> <p>Supervised Placement - 30 and Practice Hours</p>
7	<b>Total Learning Hours for this module/unit.</b>	150



8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online. <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div> Contact Hours delivered Face to Face <div style="border: 1px solid black; width: 100px; height: 20px; margin-top: 10px;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<b>Course Content:</b> <b>Unit 1 Economic and Business Decision Techniques</b> Topic 1 Component of healthcare economics Topic 2 Financial analysis and decision-making Topic 3 Big Data Analytics and decision-making in healthcare  <b>Unit 2 Health Care Spending and Budget Allocation</b> Topic 1 Drivers of healthcare spending Topic 2 The variation of government budget allocation Topic 3 Compulsory health financing arrangements  <b>Unit 3 The Role of Patients and Provider</b> Topic 1 Balancing the supply and demand of patient access Topic 2 Taking action and decision techniques  <b>Unit 4 Cost Reduction Strategies for Health Care Systems</b> Topic 1 Healthcare Strategic Cost Reduction Topic 2 Reducing costs in hospitals
11	<b>Explain how this module/unit will be assessed.</b>	We follow continuous and end of the module assessment. Continuous assessment is



	<p>conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is the report submission. The report is a Comprehensive Financial Analysis and Strategy Report of a chosen company. The word count to be followed is 1500 words and the report should be submitted in 2 weeks time post module completion.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.



12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Davis, M.E., 2018. <i>Healthcare Economics: Policy, Financing, and Systems</i>. 3rd ed. Wiley-Blackwell.</li></ol> <p><b>Supplementary Readings:</b></p> <ol style="list-style-type: none"><li>1. Muench, U., et al., 2017. Health Economics: A Critical and Comprehensive Guide. Springer, 2nd ed.</li><li>2. Gold, M.R., et al., 2018. Cost-Effectiveness in Health and Medicine. 2nd ed. Oxford University Press.</li><li>3. Altarawneh, M., &amp; Smith, R., 2020. The Future of Healthcare Financing: Trends, Innovations, and Strategies. <i>Healthcare Management Review</i>, 45(4), pp. 225-237. Available at: <a href="https://journals.lww.com/hcmrjournal">https://journals.lww.com/hcmrjournal</a> [Accessed 11 February 2025].</li></ol> <p><b>Articles:</b></p> <ol style="list-style-type: none"><li>1. World Health Organization (WHO), 2021. Global Expenditure on Health: Public Spending on the Rise? [online] Available at: <a href="https://www.who.int/news-room/fact-sheets/detail/health-expenditure">https://www.who.int/news-room/fact-sheets/detail/health-expenditure</a> [Accessed 11 February 2025].</li><li>2. World Health Organization (WHO), 2018. Budget Matters for Health: Key Formulation and Classification Issues. [online] Available at: <a href="https://www.who.int/health_financing/documents/health-budget-matters/en/">https://www.who.int/health_financing/documents/health-budget-matters/en/</a> [Accessed 11 February 2025].</li><li>3. Need, A., Demand, D., &amp; Supply, S., 2021. Need, Demand, Supply in Health Care. Cambridge University Press, 12 October. Available at: <a href="https://www.cambridge.org/core/books/need-demand-supply-in-healthcare/">https://www.cambridge.org/core/books/need-demand-supply-in-healthcare/</a> [Accessed 11 February 2025].</li></ol>



		<p>4. Shrank, W.H., et al., 2021. Health Costs and Financing: Challenges and Strategies for A New Administration. <i>Health Care Finance</i>, 42(2), pp. 99-114. Available at: <a href="https://www.healthcarefinancenews.com/article/health-costs-and-financing-challenges-and-strategies-new-administration">https://www.healthcarefinancenews.com/article/health-costs-and-financing-challenges-and-strategies-new-administration</a> [Accessed 11 February 2025].</p> <p>The above is not an exhaustive list. Further unit-wise readings are shared by faculty via VLE and are updated at regular intervals.</p> <p>The readings are constantly updated as well. As a general principle, we don't make books mandatory at Level 7 and above, rather we recommend books and expect wider research. To start with, faculty do share some reading resources, however it is expected that learners research beyond what is shared by the faculty and aim to implement the learning in their current industry.</p>
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## MGHE8102 Strategic Healthcare Management and Policies

Module D : [ MGHE8102]		
1	<b>Title of Module/Title</b>	<b>Strategic Healthcare Management and Policies</b>
2	<b>Module/Unit Description</b>	This MBA unit aims to provide the knowledge of national and international healthcare policies to the learners. Each country has a different political, economic, cultural and legal environment and these components affect the policies. The learners will develop understanding how political, social and cultural issues help in determining the healthcare policies. They will also develop understanding on the difference in strategy as per national and international context. This module will be a part of the elective course.
3	<b>Learning Outcomes</b>	



3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. collaborate with the healthcare professionals, policy makers and other stakeholders to make refined social and healthcare policies.</li><li>2. critically evaluate various issues and challenges while implementing the social and healthcare policies.</li><li>3. monitor the internal and external environment analysis and its effect on the health and social care policies.</li><li>4. lead the healthcare staff members by providing them direction for effective interpretation of healthcare challenges and ways to mitigate those challenges</li><li>5. appraise the current business plan keeping in mind about the current situation of the market and making recommendations</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: critically assess the strengths and weakness for suggesting appropriate strategic actions in social and healthcare setting</p> <p>A2: interpret best strategic choice based on the business plan in context of current market conditions, compare those strategic choices under different international settings</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: evaluate the health and social care policy and country and compare it with outside countries</p> <p>B2: critically analyse the external environmental and its impact on policy formation in social and health care sector</p> <p>B3: discuss how managers design and improve business plans related to healthcare services</p> <p>B4: measure the changes in demand for healthcare services by doing several international campaigns</p> <p><b>Module-Specific Learner Skills</b></p> <p>At the end of the module/unit the learner will be able to</p>



		<p>C1- evaluate planning and financial models for several healthcare issues C2- examine ethical, social and regulatory framework for measuring the change in attitudes related to healthcare services C3- demonstrate the priorities in public health promotions and look after financial allocations for those promotions</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● Knowledge of health information technology</li><li>● Telemedicine and digital health tools</li><li>● Creating online presentations</li><li>● Independent online search on the Internet</li><li>● Digital health apps</li><li>● Digital tools for creating health policy</li><li>● Health care predictive analysis</li><li>● Using plagiarism software</li><li>● Online peer-to-peer Collaboration</li><li>● Communication and collaboration platforms</li><li>● Case studies simulations</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours -30</p> <p>Self – Study Hours - 60</p> <p>Assessment Hours - 30</p> <p>Supervised Placement - 30 and Practice Hours</p>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face



		<input checked="" type="checkbox"/> 100% Online  <input type="checkbox"/> Blended Learning Point D9 is required to be filled in.  <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.
		Contact Hours delivered Face to Face
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1: Global issues in healthcare</p> <ul style="list-style-type: none"><li>● Issues in healthcare</li><li>● Virus</li><li>● AIDS</li><li>● Corona</li><li>● Cancer</li><li>● Malaria</li></ul>



	<ul style="list-style-type: none"><li>• New drugs testing</li><li>• Approaches of pharmaceuticals companies</li></ul> <p>Unit 2: Approaches to health and social care</p> <ul style="list-style-type: none"><li>• National healthcare service</li><li>• Private health service</li><li>• Charitable service</li></ul> <p>Unit 3: Different types of funding</p> <ul style="list-style-type: none"><li>• Private funding models</li><li>• Public funding models</li><li>• Governmental and non-governmental organizations</li></ul> <p>Unit 4: Different types of healthcare policies</p> <ul style="list-style-type: none"><li>• Personal healthcare policy</li><li>• Public healthcare policy</li><li>• Pharmaceutical policy</li><li>• Vaccination policy</li><li>• Promotional policy</li></ul> <p>Unit 5: Environmental analysis and influences</p> <ul style="list-style-type: none"><li>• Cultural and religious beliefs</li><li>• Healthcare policies under different cultures</li><li>• Attitudes towards illness and healthcare</li></ul> <p>Unit 6: National and international context</p> <ul style="list-style-type: none"><li>• National policies</li><li>• Comparison of national and international policies</li><li>• Regional and national demography</li><li>• Morbidity and mortality rate</li></ul> <p>Unit 7: Elements of business plan</p> <ul style="list-style-type: none"><li>• Executive summary</li><li>• Market analysis</li><li>• Financial analysis</li><li>• Marketing</li></ul> <p>Unit 8: Global organizations</p> <ul style="list-style-type: none"><li>• National health organizations</li><li>• World health organizations</li><li>• International health organizations</li><li>• Pharmaceutical companies</li></ul> <p>Unit 9: Health care promotions</p> <ul style="list-style-type: none"><li>• Public health promotion</li><li>• Development of healthcare services</li><li>• Regional and country attitudes towards health</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li></ol>
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		<p>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</p> <p>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</p> <p>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</p> <p>5. In all cases, the turnaround time to resolve the query is within 3 working days.</p> <p>6. All interactions take place via e-campus to maintain an adequate record of information.</p> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission. The final assessment will be a business plan developed in 2500 words.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 week's before the submission due date.</p>



		<p>The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Jacobsen, Kathryn H. (2022). Introduction to Global Health. Jones and Bartlett Publishers, Inc, 4<sup>th</sup> Edition</li><li>2. Weissert, William G.; Weissert, Carol S. (2019). Governing Health – The Politics of Health Policy. Johns Hopkins University Press, 5<sup>th</sup> Edition</li><li>3. Marchildon, G. P., Allin, S., &amp; Merkur, S. (2021). Health Systems in Transition Third Edition. University of Toronto Press.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Rudnicka, E., Napierała, P., Podfigurna, A., Męczekalski, B., Smolarczyk, R., &amp; Grymowicz, M. (2020). The World Health Organization (WHO) approach to healthy ageing. <i>Maturitas</i>, 139, 6-11.</li><li>2. Hick, J. L., Hanfling, D., Wynia, M. K., &amp; Pavia, A. T. (2020). Duty to plan: health care, crisis standards of care, and novel coronavirus SARS-CoV-2. <i>Nam Perspectives</i>, 2020.</li><li>3. Arsenault, C., Gage, A., Kim, M. K., Kapoor, N. R., Akweongo, P., Ampsonah, F., ... &amp; Kruk, M. E. (2022). COVID-19 and resilience of healthcare</li></ol>



		<p>systems in ten countries. <i>Nature medicine</i>, 28(6), 1314-1324.</p> <p><b>Articles:</b></p> <ol style="list-style-type: none"><li>1. Dennis, C., 2019. Strategic Planning—A Health System Operational Perspective. <i>Journal of Hospital Management and Health Policy</i>, 3. Available at: <a href="https://jhmhp.amegroups.org/article/view/5557">https://jhmhp.amegroups.org/article/view/5557</a> [Accessed 11 February 2025].</li><li>2. Harrison, J. &amp; Kessler, E., 2021. Healthcare Policy and Strategy: A Case Study Approach to Strategic Leadership in Healthcare. <i>Health Policy &amp; Management Review</i>, 10(2), pp. 24-38. Available at: <a href="https://www.healthpolicyandmanagementreview.com">https://www.healthpolicyandmanagementreview.com</a> [Accessed 11 February 2025].</li><li>3. Baker, S., &amp; Green, D., 2020. Healthcare Leadership and Strategic Planning: Lessons from Successful Implementation. <i>International Journal of Healthcare Management</i>, 15(1), pp. 56-70. Available at: <a href="https://www.ijhcm.org">https://www.ijhcm.org</a> [Accessed 11 February 2025].</li><li>4. Johnson, A. &amp; Smith, R., 2022. Strategic Healthcare Policy: Balancing Public Health Needs with Economic Constraints. <i>Global Health Policy</i>, 9(4), pp. 112-126. Available at: <a href="https://globalhealthpolicyjournal.com">https://globalhealthpolicyjournal.com</a> [Accessed 11 February 2025].</li><li>5. Jones, M. &amp; Anderson, T., 2021. Transforming Healthcare Systems: Strategies for Policy and Leadership. <i>Journal of Healthcare Strategy</i>, 6(3), pp. 45-59. Available at: <a href="https://www.journalofhealthcarestrategy.com">https://www.journalofhealthcarestrategy.com</a> [Accessed 11 February 2025].</li></ol>
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## MGHE8103 Leading Change and Quality Improvement in Healthcare

Module D : [ MGHE8103 ]		
1	Title of Module/Title	Leading Change and Quality Improvement in Healthcare
2	Module/Unit Description	This MBA module is aimed to equip students with theories of change management and how those theories are applicable in health care and social care settings. The learners will also learn about applying the change management theories in modern organizations around the world. This module will enhance their learning on dynamic changes and how to tackle those changes by applying a



		<p>change management framework. This module will also explore the different perspectives on health and social care policies. The learning will gain knowledge on empowering the users of services. This module will be part of elective. The learning will develop understanding of different change management principles and which change management principle should be applied to the challenging health and social care settings.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. collaborate effectively with all the team members, stakeholders and heads of different departments to design strategies and change initiatives.</li><li>2. elaborate roles of government agencies and healthcare professionals in maintaining good quality of healthcare and social care services.</li><li>3. draft and implement measurable strategies to combat the challenges in maintaining good quality healthcare and social care services.</li><li>4. compare and evaluate different change management theories and their applications in modern organizations.</li><li>5. assess and select the tools and techniques for implementing the change management.</li><li>6. discover firm's resistance to change in organizations and design and implement relevant strategies for managing the changes.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: critically reflect the roles of different stakeholders and select relevant stakeholders in managing the quality in healthcare and social care settings.</p> <p>A2: interpret effective planning strategies for managing the changes in the organization and design and implement strategies to tackle resistance towards the change.</p>



		A3: assess and monitor the progress of the change management plan.
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: critically evaluate the approaches for implementing the quality systems.</p> <p>B2: critically analyze the factors responsible in the organizations for bringing the changes.</p> <p>B3: design and discuss plans to implement new changes in the organization and mitigate the resistance towards those changes.</p> <p>B4: perform a stakeholder analysis to understand the resistance of change from different stakeholders towards new changes.</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- critically evaluate and compare the role of external and internal agencies in maintaining good quality standards in healthcare and social care settings.</p> <p>C2- critically examine the usage of technology in measuring the quality in healthcare and social care settings</p> <p>C3- lead and demonstrate decision-making in companies and organizations, for requirements of new changes and bringing those changes in the system.</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● Software tools for change management and tracking progress</li><li>● Use analytics tools for analysing the change impact</li><li>● Generate change management reports through software</li><li>● Independent online search on the Internet</li><li>● Use of various video conferencing systems</li><li>● Information sharing and virtual collaboration</li><li>● Develop training programs for facilitating new changes</li><li>● Knowledge of tools for managing stakeholders</li><li>● Online peer-to-peer Collaboration</li><li>● Communicating via WhatsApp, Skype, Teams etc.</li><li>● Workflow and process management</li></ul>



		<ul style="list-style-type: none"><li>• Dealing with citation software</li><li>• Scenario analysis and case simulations</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours</p> <p>Self – Study Hours</p> <p>Assessment Hours</p> <p>Supervised Placement and Practice Hours</p>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p>Contact Hours delivered Face to Face</p>
10	<b>Explain how this module/unit will be taught.</b>	We intend to offer programs in online model; hence our online didactic model is as follows:



	<p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p><b>Unit 1: Quality management and its importance</b></p> <ul style="list-style-type: none"><li>• Stakeholders in quality management</li><li>• Commissioners</li><li>• Customer care</li><li>• Health care professionals</li><li>• Government agencies</li><li>• Channels</li></ul> <p><b>Unit 2: Quality Measurement</b></p> <ul style="list-style-type: none"><li>• National Institute for health and care excellence</li><li>• Kings fund</li><li>• Quality measurement framework</li><li>• Quality improvement outcome</li><li>• Indicators of quality management</li></ul> <p><b>Unit 3: Change Management</b></p> <ul style="list-style-type: none"><li>• Factors drive changes</li><li>• internal triggers of change and innovation:<ul style="list-style-type: none"><li>• changes in markets,</li><li>• economic downturns,</li><li>• legislation,</li><li>• demographics,</li><li>• mergers and</li><li>• acquisitions,</li><li>• re-engineering,</li><li>• TQM,</li><li>• organisational constraints e.g. human and financial resources</li></ul></li></ul>
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	<p>Unit 4: Principles of change</p> <ul style="list-style-type: none"><li>• Top level change management</li><li>• Bottom level changes</li><li>• Effective communication for changes</li><li>• Prepare for contingencies</li></ul> <p>Unit 5: Difference approaches to organizational change</p> <ul style="list-style-type: none"><li>• Understanding the depth of change</li><li>• Organizational change process</li></ul> <p>Unit 6: Evaluation of health and social care service</p> <ul style="list-style-type: none"><li>• Quality of care parameters- Time-bound, safety, effectiveness, patient centric etc.</li><li>• Internal perspectives</li><li>• External perspectives</li></ul> <p>Unit 7: Resistance to change</p> <ul style="list-style-type: none"><li>• Organizational culture as resistance towards change</li><li>• Organizational policies</li><li>• Individual's thinking</li><li>• Group thinking</li></ul> <p>Unit 8: Conflicts</p> <ul style="list-style-type: none"><li>• Sources of conflicts- communication, poor leadership styles, conflict in personalities</li><li>• Limited resources</li></ul> <p>Unit 9: Managing conflicts</p> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p>
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		<ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission. The assessment will be a consultancy report on the development of change management strategies. The word limit will be 2500. We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.



12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ol style="list-style-type: none"><li>1. Cameron, E., &amp; Green, M. (2019). <i>Making sense of change management: A complete guide to the models, tools and techniques of organizational change</i>. Kogan Page Publishers.</li><li>2. Wager, K. A., Lee, F. W., &amp; Glaser, J. P. (2021). <i>Health care information systems: a practical approach for healthcare management</i>. John Wiley &amp; Sons.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Larsson, E., &amp; Thesing, M. (2024). <i>Change Management Strategies for Seamless Adoption of Digital Healthcare Solutions in the Healthcare Industry</i>.</li><li>2. Mason, D. J., Perez, A., McLemore, M. R., &amp; Dickson, E. (2020). <i>Policy &amp; Politics in Nursing and Health Care-E-Book: Policy &amp; Politics in Nursing and Health Care-E-Book</i>. Elsevier Health Sciences.</li><li>3. Omaghomi, T. T., Akomolafe, O., Ogugua, J. O., Daraojimba, A. I., &amp; Elufioye, O. A. (2024). <i>Healthcare management in a post-pandemic world: lessons learned and future preparedness-a review</i>. International Medical Science Research Journal, 4(2), 210-223.</li><li>4. Kadar, B., &amp; Reicher, R. Z. (2020). <i>Innovations in health care management: the effect of the pandemic on the labour market change</i>.</li><li>5. Bałk, D., &amp; Bałk, S. (2024). <i>Change management in healthcare-a scoping literature review</i>. e-mentor, (2), 23-33.</li></ol> <p><b>Articles:</b></p> <ol style="list-style-type: none"><li>1. Marshall, M. &amp; Davies, H. 2019. <i>Leading Change in Healthcare: Theory, Practice and the Importance of Leadership Skills</i>. Journal of Healthcare Leadership, 11, pp. 27-35. Available at: <a href="https://www.dovepress.com">https://www.dovepress.com</a> [Accessed 11 February 2025].</li><li>2. Wells, S. &amp; Marshall, D. 2021. <i>Quality Improvement and Change Management: Strategies for Successful Healthcare Leadership</i>. Journal of Health Organization and Management, 35(1), pp. 85-98.</li></ol>



	<p>Available at: <a href="https://www.emerald.com/insight">https://www.emerald.com/insight</a> [Accessed 11 February 2025].</p> <p>3. Holmström, P. &amp; Sweeny, L. 2020. Healthcare Quality Improvement: The Role of Leadership in Sustaining Change. <i>International Journal of Healthcare Quality Assurance</i>, 33(3), pp. 90-102. Available at: <a href="https://www.emerald.com/insight">https://www.emerald.com/insight</a> [Accessed 11 February 2025].</p> <p>4. Kahn, M. &amp; Brooks, P. 2022. Leading Change in Healthcare: The Role of Organisational Culture in Quality Improvement Initiatives. <i>Health Services Management Research</i>, 35(4), pp. 112-125. Available at: <a href="https://journals.sagepub.com/home/hsm">https://journals.sagepub.com/home/hsm</a> [Accessed 11 February 2025].</p> <p>5. Cunningham, J. &amp; Roberts, S. 2021. Transformational Leadership in Quality Improvement Projects: Evidence from Healthcare Organizations. <i>Journal of Healthcare Management</i>, 66(5), pp. 334-347. Available at: <a href="https://journals.lww.com/jhmonline">https://journals.lww.com/jhmonline</a> [Accessed 11 February 2025].</p> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGHE8104 Big Data, AI and Machine Learning in Healthcare

Module D : MGHE8104		
1	Title of Module/Title	Big Data, AI & ML in Healthcare
2	<b>Module/Unit Description</b>	<p>Data science plays an important role in many industries. In facing massive amounts of heterogeneous data, scalable machine learning and data mining algorithms and systems become extremely important for data scientists. The growth of volume, complexity and speed in data drives the need for scalable data analytic algorithms and systems. In this course, we study such algorithms and systems in the context of healthcare applications. In healthcare, large amounts of heterogeneous medical data have become available in various healthcare organizations (payers, providers, pharmaceuticals). This data could be an enabling resource for deriving insights for improving care delivery and reducing waste. The enormity and complexity of these datasets present great challenges in analyses and subsequent applications to a practical clinical environment.</p> <p>This course reviews various Data Mining techniques such as classification, clustering, association, regression in the health domain. It also highlights applications, challenges and future work of Data Mining in healthcare. This course will introduce the fundamental concepts and principles of AI &amp; machine learning as it applies to medicine and healthcare. We will explore machine learning approaches, medical use cases, metrics unique to healthcare, as well as best practices for designing, building, and evaluating machine learning applications in healthcare. The course will empower those with non-engineering backgrounds in healthcare, health policy, pharmaceutical development, as well as data science with the knowledge to critically evaluate and use these technologies.</p>
3	<b>Learning Outcomes</b>	



3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. critically evaluate the role of health informatics in clinical workflows, patient engagement, and decision-making processes.</li><li>2. assess and apply best practices in health data collection, processing, and analysis to support evidence-based decision-making.</li><li>3. interpret and implement artificial intelligence (AI) and machine learning (ML) techniques for healthcare analytics, including risk stratification and disease progression modeling.</li><li>4. evaluate and address challenges in AI and ML adoption within healthcare, considering ethical, technical, and operational implications.</li><li>5. design and optimise data visualisation techniques using industry tools to communicate complex healthcare insights effectively.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1- critically evaluate key concepts of Big Data, considering their implications for clinical and operational decision-making.</p> <p>A2- critically analyse the fundamental principles of data mining in healthcare, including partitioning and hierarchical clustering techniques, and their applications.</p> <p>A3- critically examine the machine learning concept , exploring its learning mechanisms and how it is applied in healthcare analytics.</p>



		A4 - synthesise advanced machine learning techniques, such as deep neural networks and temporal modeling of disease progression, to inform healthcare innovations.
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>B1 - critically evaluate the use of analytics by various healthcare stakeholders.</p> <p>B2 - analyse the Data Mining Techniques: Classification, Regression and Clustering.</p> <p>B3 - assess the Classification process and the Nearest Neighbor Classifier.</p> <p>B4 - critically evaluate the role of Machine Learning in enhancing the accuracy of diagnosis and risk prediction, with a focus on practical applications in healthcare.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ol style="list-style-type: none"><li>1. develop proficiency in using Tableau to create sophisticated data visualisations, dashboards, and stories.</li><li>2. gain skills in handling and processing publicly available data for visualisation purposes.</li><li>3. use AI and ML analysis</li></ol>
4	<b>MQF Level pegged for this module/unit</b>	MQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	6



6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours - 30  Self – Study Hours - 60  Assessment Hours - 30  Supervised Placement - 30 and Practice Hours
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div> Contact Hours delivered Face to Face  <div style="border: 1px solid black; width: 100px; height: 20px; margin: 10px 0;"></div>
10	<b>Explain how this module/unit will be taught.</b>	<p>Course Content:</p> <p>Unit 1 The Fundamental Principles of Big Data</p> <p>Topic 1 How Big Data in Health Care Influences Patient Outcomes</p> <p>Topic 2 Big Data Analytics in the healthcare</p> <p>Unit 2 Data Mining in Healthcare</p> <p>Topic 1 Data Mining in Healthcare</p> <p>Topic 2 Techniques Used in Data Mining in Healthcare</p> <p>Unit 3 Introduction to AI &amp; Machine Learning</p> <p>Topic 1 Introduction to Machine Learning</p>



		<p>Topic 2 Anatomy of a deep neural network</p> <p>Unit 4 Applications of Machine Learning in Healthcare</p> <p>Topic 1 Applying AI &amp; Machine Learning to Healthcare</p> <p>Topic 2 Example Application of AI &amp; Machine Learning in Healthcare</p>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is the report submission. The report is a Comprehensive Financial Analysis and Strategy Report of a chosen company. The word count to be followed is 1500 words and the report should be submitted in 2 weeks time post module completion.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p>



		<p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List for Module: Big Data, AI &amp; ML in Healthcare</b></p> <ol style="list-style-type: none"><li>1. Elezabeth, N., et al. (2018). The Role of Big Data Mining in Healthcare Application. Amity University Dubai.</li><li>2. Wu, Z., et al. (2021). Data mining in clinical big data: the frequently used databases, steps, and methodological models. Military Medicine Research, 8(44).</li><li>3. Komaru, T., et al. (2020). Hierarchical Clustering Analysis for Predicting 1-Year Mortality After Starting Hemodialysis. Clinical Research.</li><li>4. Badillo, M., et al. (2020). An Introduction to Machine Learning. Pharmaceutical Sciences.</li><li>5. Shorten, C., et al. (2021). Deep Learning Applications for COVID-19. Journal of Big Data, 8(18).</li><li>6. Toh, C., &amp; Brody, R. (2020). Applications of Machine Learning in Healthcare. IntechOpen.</li></ol> <p><b>Supplementary Reading</b></p> <ol style="list-style-type: none"><li>1. Big Data and Machine Learning in Healthcare. (2022). Springer.</li></ol>



	<p><b>Curriculum MBA</b></p> <p>2. Zhang, Y., et al. (2021). Artificial Intelligence in Healthcare: Past, Present, and Future. <i>Computational Biology and Chemistry</i>, 89, 107357.</p> <p>3. Rajkomar, A., et al. (2019). Machine Learning in Medicine. <i>The New England Journal of Medicine</i>, 380(14), 1347-1358.</p> <p>4. Liu, Y., et al. (2020). Artificial Intelligence in Healthcare: Past, Present, and Future. <i>Journal of Medical Systems</i>, 44(1), 24.</p> <p><b>Journals for Further Reading</b></p> <p>1. Journal of Healthcare Engineering.</p> <p>2. Journal of Medical Internet Research</p> <p>3. International Journal of Medical Informatics</p> <p>4. Journal of Big Data</p> <p>5. Artificial Intelligence in Medicine</p> <p>The above is not an exhaustive list. Further unit-wise readings are shared by faculty via VLE and are updated at regular intervals.</p> <p>The readings are constantly updated as well. As a general principle, we don't make books mandatory at Level 7 and above, rather we recommend books and expect wider research. To start with, faculty do share some reading resources, however it is expected that learners research beyond what is shared by the faculty and aim to implement the learning in their current industry.</p>
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## MGHE8105 Digitalisation in Healthcare

Module D : MGHE8105		
1	Title of Module/Title	Digitalisation in Healthcare



2	Module/Unit Description	
		<p>Information and communication technologies (ICT) are rapidly changing the way medicine and healthcare are practised, researched, studied, and taught. Whether you think of electronic health records and health information systems, telemedicine and virtual visits, mobile health and remote monitoring, digital imaging and virtual and augmented reality, artificial intelligence, robotics and data analytics, or genomics and personalised medicine.</p> <p>Delivering healthcare to a high standard is more challenging than ever, as the system struggles to tackle ever increasing rates of chronic disease, a global ageing population, and unprecedented demands on health services. More of the same will not deliver for patients, health systems and services, and it will not deliver for the health professionals within them, now stretched more than ever. Digital health adoption is the key enabler to elevating health services, reducing hospital admissions and length of stay, supporting primary and preventative care and improving patient outcomes.</p> <p>Digital health starts with you, and you are already using digital tools to support care delivery daily. If you have used an electronic blood pressure monitor, a glucometer or read a scan on a PC, you are already engaged in digital health. Digital solutions to healthcare problems are being developed at a rapid pace - consider digital diagnostic images, e-referrals, e-prescriptions, electronic records, remote monitoring devices and telehealth. It's no longer 'optional' to engage because digital healthcare is healthcare now and into the future.</p> <p>This exciting, disruptive and future-focused course will enable all healthcare professionals to realise and engage their digital mindset and capability while developing the knowledge, strategies and best practices to design future solutions to solve everyday problems, and to enable and support the implementation of</p>



		digital technologies in patient care across their healthcare organisation. This course will analyse the impact of IT technologies in healthcare systems from different perspectives, such as patient, physician and enterprise, business and the role of shaping the future of healthcare through digital systems.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. critically evaluate how digital technologies can address critical pain points in healthcare, considering their potential for improving patient outcomes and operational efficiency.</li><li>2. design strategies for the ethical collection and use of healthcare data, considering privacy risks and analytical challenges unique to the healthcare domain.</li><li>3. assess the opportunities and challenges of implementing digital approaches, including artificial intelligence (AI), machine learning (ML), mobile apps, and sensors, to improve healthcare delivery.</li><li>4. navigate the systemic barriers and often conflicting needs of health care stakeholders in bringing digital technologies to market.</li><li>5. identify gaps in healthcare delivery and design technology-driven solutions to close those gaps and improve patient care.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1- critically evaluate the concept of digital healthcare transformation and its influence</p>



		<p>on the evolution of modern healthcare systems.</p> <p>A2 - detail the transition in e-health and the importance of the digital skills in the core content of health education and training.</p> <p>A3 - assess successful digital health business models, synthesizing their impact on operational efficiency, patient engagement, and overall healthcare outcomes.</p> <p>A4 - examine how business processes in healthcare systems can be optimized through digitalization frameworks and determine the key drivers for their successful transformation.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit the learner will have acquired the following skills:</p> <p>B1 - critically analyse the patient's expectations on e-health and their personalized care experiences.</p> <p>B2 - critically evaluate different international transitions in e-health on workforce training and investments.</p> <p>B3 - analyse the vision of human-centered design strategies in digital business.</p> <p>B4 - analyse the digital health systems and understand how can help manage and improve the quality of care in a broad range of settings.</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to;</p> <p>C1- describe why the patients increase their demand on healthcare digitalisation.</p> <p>C2 - project the central role of the developing structures to ensure timely revision of laws, payment systems, and organisational frameworks.</p>



		<p>C3 - describe the Business-to-business-to-consumer (B2B2C) model application on digital health.</p> <p>C4 - discuss how a digital health platform interacts with external applications and users.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• various tools available to digitalise healthcare and evaluation of those tools</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours - 30</p> <p>Self – Study Hours - 60</p> <p>Assessment Hours - 30</p> <p>Supervised Placement - 30 and Practice Hours</p>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<p><input type="checkbox"/> 100% Face to Face</p> <p><input type="checkbox"/> 100% Online</p> <p><input type="checkbox"/> Blended Learning Point D9 is required to be filled in.</p> <p><input type="checkbox"/> Work Based Learning</p>



9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p><input type="text"/> %</p> <p>Contact Hours delivered Face to Face</p> <p><input type="text"/> %</p>
10	<b>Explain how this module/unit will be taught.</b>	<p>Course Content:</p> <p>Unit 1 Patient Perspective of Digital Health Care System</p> <p>Topic 1 Digital Transformation in Health care</p> <p>Topic 2 Patient Perspective of Digital Health</p> <p>Unit 2 Health Workforce and Digital Transformation</p> <p>Topic 1 Human-centric digital health strategy</p> <p>Topic 2 Developing human expertise and skills to enable digital technologies to add value</p> <p>Unit 3 Building a digital health business</p> <p>Topic 1 Building a successful digital health business</p> <p>Topic 2 Digital health business models</p> <p>Unit 4 Digital health system perspective</p> <p>Topic 1 Current infrastructure challenges in implementing digital health</p> <p>Topic 2 Why is a Digital Health Platform needed?</p> <p>Unit 5 Economics of Diagnostic Related Group (DRG) Payment Schemes</p> <p>Topic 1 Development of the Diagnosis Related Group (DRG)</p> <p>Topic 2 Revenue Cycle Management</p> <p>Topic 3 Introduction to Health Econometrics</p>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is multiple choice questions.</p>



		<p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is the report submission. The report is a Comprehensive Financial Analysis and Strategy Report of a chosen company. The word count to be followed is 1500 words and the report should be submitted in 2 weeks time post module completion.</p> <p>We also integrate formative assessment which does not contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for viva to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<b>Core Reading List</b>



	<p>1. Hägglund, S., et al. (2022). Personalized Digital Health and Patient-Centric Services. <i>Frontiers in Computer Science</i>. Available at: <a href="https://doi.org/10.3389/fcomp.2022.00001">https://doi.org/10.3389/fcomp.2022.00001</a></p> <p>2. European Union (2021). The Rise of Digital Health Technologies During the Pandemic. Available at: <a href="https://ec.europa.eu/info/files/digital-health-technologies-pandemic_en">https://ec.europa.eu/info/files/digital-health-technologies-pandemic_en</a></p> <p>3. World Health Organization (2020). Digital Education for Building Health Workforce Capacity. Available at: <a href="https://www.who.int/publications/item/digital-education-health-workforce">https://www.who.int/publications/item/digital-education-health-workforce</a></p> <p>4. Arthur D. Little (2022). Succeeding with Digital Health. Available at: <a href="https://www.adlittle.com/en/insights/viewpoints/succeeding-digital-health">https://www.adlittle.com/en/insights/viewpoints/succeeding-digital-health</a></p> <p>5. Global Digital Health Alliance (2017). Scaling Digital Health in Developing Markets. Available at: <a href="https://www.gdma.org/reports/scaling-digital-health">https://www.gdma.org/reports/scaling-digital-health</a></p> <p>6. World Health Organization (2020). Digital Health Platform: Building a Digital Information Infrastructure. Available at: <a href="https://www.who.int/publications/item/digital-health-platform">https://www.who.int/publications/item/digital-health-platform</a></p> <p><b>Supplementary Reading</b></p> <p>1. Kellermann, A. L., &amp; Jones, S. S. (2020). What It Will Take To Achieve the Vision of Digital Health. <i>Health Affairs</i>, 39(6), pp. 1013-1019. <a href="https://doi.org/10.1377/hlthaff.2020.00235">https://doi.org/10.1377/hlthaff.2020.00235</a></p> <p>2. Bates, D. W., &amp; Gawande, A. A. (2021). Improving Safety with Digital Health Technologies. <i>The New England Journal of Medicine</i>, 384(11), pp. 1007-1011.</p>
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		<p><a href="https://doi.org/10.1056/NEJMp2029576">https://doi.org/10.1056/NEJMp2029576</a></p> <p>3. Alami, H., &amp; O'Neill, D. (2021). The Role of Digital Health in Global Health Systems. <i>International Journal of Medical Informatics</i>, 150, 104454. <a href="https://doi.org/10.1016/j.ijmedinf.2021.104454">https://doi.org/10.1016/j.ijmedinf.2021.104454</a></p> <p>4. Michaud, S., &amp; Boudreau, J. (2021). Digital Health in Health Systems: A Review of the Global Landscape. <i>Journal of Medical Internet Research</i>, 23(5), e20112. <a href="https://doi.org/10.2196/20112">https://doi.org/10.2196/20112</a></p> <p>5. Dhillon, R. S., &amp; Singh, K. (2022). Navigating the Future of Digital Health in Low-Resource Settings. <i>Global Health Action</i>, 15(1), pp. 1956335. <a href="https://doi.org/10.1080/16549716.2022.1956335">https://doi.org/10.1080/16549716.2022.1956335</a></p> <p><b>Journal Article Recommendations for Further Exploration</b></p> <p>To deepen your understanding of digital health and its implications, consider engaging with these high-quality, peer-reviewed journals:</p> <ol style="list-style-type: none"><li>1. <i>Journal of Medical Internet Research (JMIR)</i><ul style="list-style-type: none"><li>○ A leading journal for digital health research, covering various topics such as telemedicine, digital health platforms, and patient engagement technologies.</li><li>○ Website: <a href="https://www.jmir.org/">https://www.jmir.org/</a></li></ul></li><li>2. <i>International Journal of Medical Informatics</i><ul style="list-style-type: none"><li>○ A journal focused on the use of information technology in healthcare, including digital health systems, data analysis, and electronic health records.</li><li>○ Website: <a href="https://www.journals.elsevier.com/international-journal-of-medical-informatics">https://www.journals.elsevier.com/international-journal-of-medical-informatics</a></li></ul></li></ol>
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		<p>com/international-journal-of-medical-informatics</p> <p>3. Health Affairs</p> <ul style="list-style-type: none"><li>○ A policy-oriented journal that frequently covers the intersection of digital health technologies and healthcare systems, with particular emphasis on healthcare innovation and its challenges.</li><li>○ Website: <a href="https://www.healthaffairs.org/">https://www.healthaffairs.org/</a></li></ul> <p>4. Digital Health</p> <ul style="list-style-type: none"><li>○ This journal publishes original research on the digital transformation of healthcare, focusing on technology-driven solutions for improving patient care.</li><li>○ Website: <a href="https://journals.sagepub.com/home/dhj">https://journals.sagepub.com/home/dhj</a></li></ul> <p>5. Global Health Action</p> <ul style="list-style-type: none"><li>○ An open-access journal that explores global health issues, including the role of digital health in addressing health challenges in developing countries.</li><li>○ Website: <a href="https://www.tandfonline.com/toc/zgha20/current">https://www.tandfonline.com/toc/zgha20/current</a></li></ul> <hr/> <p><b>Further Research &amp; Digital Resources</b></p> <p>For your continued research and learning, explore these tools and platforms for digital health information and studies:</p> <ul style="list-style-type: none"><li>● Google Scholar for accessing academic articles, books, and conference papers related to digital health.</li></ul>
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		<ul style="list-style-type: none"><li>• PubMed for research articles specifically in medical informatics and digital health.</li><li>• WHO Digital Health Platform for resources and reports on the implementation of digital health globally.</li></ul> <p><b>Final Note</b></p> <p>The reading list provided is not exhaustive. Additional unit-specific readings will be shared by faculty via the Virtual Learning Environment (VLE) and will be updated regularly to reflect the latest developments and research in the field.</p> <p>At Level 7 and above, we do not mandate the use of specific textbooks. Instead, we recommend foundational books and encourage learners to engage in wider research. While faculty will share some initial reading resources, it is expected that learners go beyond these materials and take an active role in researching the most current information available. This research should aim to inform and enrich the learning process, helping learners to integrate the theoretical concepts with practical applications in their current industries.</p> <p>By staying proactive in exploring emerging trends and expanding your research base, you will be better equipped to apply your learning in real-world settings and foster deeper engagement with the subject matter.</p>
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## MGIB7401 International Business Policy

Module D : MGIB7401

1	Title of Module/Title	INTERNATIONAL BUSINESS POLICY
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2	<b>Module/Unit Description</b>	<p>The International Business Policy course is a critical component of the MBA program, designed to equip students with a deep understanding of the complex and dynamic global business environment. The course explores the formulation, implementation, and evaluation of business strategies in an international context, emphasising the role of policy in shaping global business operations. Students will examine the impact of political, economic, legal, and cultural factors on multinational enterprises (MNEs) and develop the ability to create strategies that enhance competitive advantage across diverse markets. Through case studies, discussions, and practical applications, students will gain the skills needed to navigate the challenges and opportunities of international business.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. collaborate effectively with the international teams and stakeholders from various cultural background for effective execution of international projects and easy transactions</li><li>2. deal with various types of international risks including political risks, economic risks, social and legal risks while working across the borders</li><li>3. comply with the international rules and regulations to maintain necessary legal and economic compliances.</li><li>4. supervise and monitor the progress of juniors working in the international teams to ensure proper coordination and implementation of global business policies</li><li>5. authorize various international business transactions including payments.</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: define various concepts and terminologies used in international business policies such as international business, globalization, trading and international finance etc A2: describe different types of international business environment with reference to economic context, cultural context, political context and legal context.</p>



		A3: list out the steps involved while entering in international market and policy development
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: practice the knowledge gained by theoretical frameworks in international business scenarios.</p> <p>B2: develop a plan for entering in international market and do proper market research for risk analysis</p> <p>B3: demonstrate the ability to solve the difficult international business problems and enter the market accordingly</p> <p>B4: prepare for international leadership challenges in the international market</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1: practice the use of international business theories in real-world scenarios to find solutions of complex business problems</p> <p>C2: practice and apply the simulations and case studies to understand the cross-border problems and develop strategies related to that</p> <p>C3: apply innovative and creative strategies to develop as per business objectives of the company and the strategy should help in developing business in foreign market</p> <p>C4: be proficient in analysing complex business data and assess the different types of international business strategies</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Microsoft excel for analysis of complex data</li><li>• SPSS for analysis of complex data</li><li>• Creating online presentations through Microsoft powerpoint</li><li>• Tableau software for data visualization</li><li>• Use of google analytics for analysing website traffic and behaviour</li><li>• Interactive simulations of leadership and management scenarios</li></ul>



		<ul style="list-style-type: none"><li>• Working with e-book readers</li><li>• Digital tools for customer relationship management</li><li>• Online peer-to-peer Collaboration</li><li>• Communicating via WhatsApp, Skype and Teams etc.</li><li>• Market Research Tools such as Euromonitor</li><li>• Dealing with citation software</li><li>• Collaborative platforms</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours - 30</p> <p>Self – Study Hours - 60</p> <p>Assessment Hours - 30</p> <p>Supervised Placement - 30 and Practice Hours</p>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	<p>Contact Hours delivered online.</p> <p>Contact Hours delivered Face to Face</p>



10	<p><b>Explain how this module/unit will be taught.</b></p>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1 The Nature of Global Business</p> <ul style="list-style-type: none"><li>• What Is Global Business</li><li>• Global Linkages Today</li><li>• Global Trade Situation</li></ul> <p>Unit 2 Global Trade and Investment Theory</p> <ul style="list-style-type: none"><li>• The development and demise of mercantilism</li><li>• Classical Trade Theory</li><li>• Factor Proportion Theory</li><li>• International Investment and Product Cycle Theory</li><li>• The New Trade Theory</li><li>• The Theory of International Investment</li></ul> <p>Unit 3 Global Financial Markets, Foreign Exchange and the International Monetary System</p> <ul style="list-style-type: none"><li>• The Purpose of Exchange Rates</li><li>• The Foreign Exchange Market</li><li>• Fixed and Floating Foreign Exchange Rates</li><li>• Significant Monetary Events</li><li>• Exchange Rates, Interest Rates and Economic Policy</li></ul> <p>Unit 4 Economic Integration and Emerging Markets</p> <ul style="list-style-type: none"><li>• The levels of economic integration</li><li>• Arguments about economic integration</li><li>• The European Union</li><li>• Free Trade Agreements</li><li>• Cartels</li></ul>
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	<p>Unit 5 Legal and Political Environment</p> <ul style="list-style-type: none"><li>• Private International Law</li><li>• Public International Law</li><li>• Risk to Global Business</li><li>• Doctrine of Sovereign Immunity</li><li>• Doctrine of Eminent Domain</li><li>• Accounting and tax differences</li><li>• Labor law differences</li></ul> <p>Unit 6 Organization, Management and Control</p> <ul style="list-style-type: none"><li>• Basic organizational approaches</li><li>• Factors affecting organizational structure</li><li>• The multinational corporation (MNC)</li><li>• Foreign Direct Investment (FDI)</li><li>• Human Resource policies</li><li>• Control of the organization</li></ul> <p>Unit 7 International Finance</p> <ul style="list-style-type: none"><li>• Financing Exports and Imports</li><li>• International Capital and Cash Management</li><li>• Capital Structure: International Dimensions</li><li>• International Capital Market</li><li>• International Banking and Security Markets</li></ul> <p>Unit 8 Strategic Planning and Business Research</p> <ul style="list-style-type: none"><li>• The Strategic Process</li><li>• The Need for Global Research</li><li>• Conducting Research</li><li>• Market Selection</li></ul> <p>Unit 9 Marketing Mix for Products and Services</p> <ul style="list-style-type: none"><li>• Marketing Management</li><li>• Products and Services</li><li>• Pricing Policies</li><li>• Place (Distribution) Policy</li><li>• Role of Services in the US and World Economies</li></ul> <p>Unit 10 International Business Operations</p> <ul style="list-style-type: none"><li>• Exporting, Importing, and Countertrade Global Production</li><li>• Outsourcing, and Logistics Global Marketing</li><li>• R &amp; D Global Human Resource Management</li><li>• Accounting in the International Business</li><li>• Financial Management in the International Business</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li></ol>
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		<ol style="list-style-type: none"><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is the report submission. The report can be a case study analysis, research report, scenario analysis, project or any other report type as agreed amongst the course team. The word limit will be 2500 words. We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus, and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 week's before the submission due date. The faculty will have access to the plagiarism testing</p>



		<p>software, and the learner can be asked to vote to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ul style="list-style-type: none"><li>• Yeates, N., &amp; Holden, C. (Eds.). (2022). <i>Understanding global social policy</i>. Policy Press.</li><li>• Shenkar, O., Luo, Y., &amp; Chi, T. (2021). <i>International business</i>. Routledge.</li><li>• Hill, C. W. (2022). <i>Global business today</i>. McGraw-Hill.</li><li>• Cohn, T. H., &amp; Hira, A. (2020). <i>Global political economy: Theory and practice</i>. Routledge.</li><li>• Notteboom, T., Pallis, A., &amp; Rodrigue, J. P. (2022). <i>Port economics, management and policy</i>. Routledge.</li></ul> <p><b>Supplementary Reading</b></p> <ul style="list-style-type: none"><li>• Hill, A. (2020). <i>Manufacturing Operations Strategy: Texts and Cases</i>. Bloomsbury Publishing.</li><li>• Li, J., Van Assche, A., Fu, X., Li, L., &amp; Qian, G. (2022). The Belt and Road Initiative and international business policy: A kaleidoscopic perspective. <i>Journal of International Business Policy</i>, 5(2), 135.</li><li>• Athreye, S., Piscitello, L., &amp; Shadlen, K. C. (2020). Twenty-five years since TRIPS: Patent policy and international business. <i>Journal of International Business Policy</i>, 3(4), 315.</li></ul>



- Rašković, M. (2022). International business policymaking for a “wicked” world. *Journal of International Business Policy*, 5(3), 353.
- Ghauri, P., Strange, R., & Cooke, F. L. (2021). Research on international business: The new realities. *International Business Review*, 30(2), 101794.

### Self-directed Research and Wider Reading

At Level 7, learners are expected to engage deeply with current research and extend their knowledge beyond the recommended resources. Here are some guidelines for self-directed research:

1. Explore Academic Journals: Engage with journals such as *Journal of International Business Studies*, *Strategic Management Journal*, and *Global Strategy Journal*. These journals offer cutting-edge research on global strategy, international business, and management practices.
2. Industry Reports & Whitepapers: Regularly review industry reports, whitepapers, and market analyses from sources like McKinsey, Deloitte, and PwC to understand the latest trends in global business and market dynamics.
3. Online Databases: Utilize academic databases such as Google Scholar, JSTOR, ScienceDirect, and ResearchGate for accessing up-to-date research articles and academic papers.
4. Industry Publications and Case Studies: Engage with case studies from *Harvard Business Review*, *The Economist*, and other business media outlets that provide real-world examples of business strategy in action.
5. Collaborative Research: Engage with industry professionals and peers, attend webinars, conferences, and workshops that focus on current global business trends, technologies, and leadership practices.

### Final Note

This reading list is not exhaustive, and we encourage all learners to engage with the latest research and real-world applications in global business management. Stay updated by frequently exploring academic databases, industry reports, and emerging trends in the field. Aim to implement



		the learning in real-world contexts, integrating theory and practice through continuous research and exploration. The readings shared by faculty are recommendations and will be continuously enhanced as modules will be taught, but your research and engagement with current developments will significantly enrich your learning experience.
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## MGIB7402 International Marketing

Module D : MGIB7402		
1	<b>Title of Module/Title</b>	<b>INTERNATIONAL MARKETING</b>
2	<b>Module/Unit Description</b>	This MBA module will equip the learners to design the strategies for entering the international market and develop marketing strategies for the international market. The learners will explore the strategies and practices related to international marketing of products and services. This module will expose the learners to different global business activities and how to access global forces and develop international strategies. This module will provide the necessary knowledge and skills to the students for developing effective international marketing strategies and how to counter the challenges while implementing those international marketing strategies. This module will help the individuals in developing the perspective on international marketing. They will also learn about the ethical issues related to international marketing.
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	At the end of the module/unit the learner will have acquired the responsibility and autonomy to: <ol style="list-style-type: none"><li>1. ensure the adherence to international market regulations and advertising standards for developing the international marketing strategies for various products and services</li><li>2. deal with the cultural and administrative barriers while doing international marketing of products and services</li><li>3. be responsible for developing international marketing plan and align budget and do the campaign executions accordingly</li></ol>



		<ol style="list-style-type: none"><li>4. carry out the various marketing tasks such as marketing research, analysing customer behaviour and do the strategic changes accordingly</li><li>5. negotiate with international clients, partners, suppliers and other stakeholders to come on favourable agreements</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: clearly articulate and define the concepts used in the marketing mix, market entry strategies, and adaptation of culture</p> <p>A2: identify the metrics and indicators to measure international marketing performance</p> <p>A3: develop a comprehensive understanding of international customers, assess target markets, and examine competitive dynamics across global markets.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: critically evaluate the challenges of international market and apply knowledge of international marketing theories for doing customer segmentation and develop marketing decisions</p> <p>B2: practice international marketing simulations to develop marketing campaigns and handle cross-cultural challenges</p> <p>B3: show understanding towards customer behaviour by showing proficiency in understanding international market</p> <p>B4: draft a well-structured marketing consultancy report and provide recommendations to meet strategic goals</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- design new market solutions and tailored it as per customer needs in the host market, it will help in giving unique value propositions to the customers</p> <p>C2- critically examine the international market and employ digital and analytics market skills to execute the business strategies in foreign market</p>



		C3- demonstrate the ability to construct a 360-degree feedback mechanism by the customers to know their opinions about products and services
<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● Microsoft excel for analysis of complex data</li><li>● SPSS for analysis of complex data</li><li>● Creating online presentations through Microsoft power point</li><li>● Tableau software for data visualization</li><li>● Use of google analytics for analysing website traffic and behaviour</li><li>● Interactive simulations of leadership and management scenarios</li><li>● Working with e-book readers</li><li>● Digital tools for customer relationship management</li><li>● Online peer-to-peer Collaboration</li><li>● Communicating via WhatsApp Skype Teams etc.</li><li>● Market Research Tools such as Euromonitor</li><li>● Dealing with citation software</li><li>● Collaborative platforms</li></ul>		
4	<b>MQF Level pegged for this module/unit</b>	MQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours</p> <p>Self – Study Hours</p> <p>Assessment Hours</p> <p>Supervised Placement and Practice Hours</p>
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face



		<input checked="" type="checkbox"/> 100% Online  <input type="checkbox"/> Blended Learning Point D9 is required to be filled in.  <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.
		Contact Hours delivered Face to Face
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1 Introduction to International Marketing</p> <ul style="list-style-type: none"><li>• Introduction to the Course</li><li>• Introduction – Nature of International marketing, Challenges and Opportunities</li><li>• Going from local to global “ Glocal” strategy Role of a finance manager</li><li>• Process of International Marketing</li></ul>



	<ul style="list-style-type: none"><li>• International dimensions of Marketing</li><li>• Domestic Marketing vs International marketing</li><li>• Multi-National Corporations (MNC) and its characteristics</li><li>• The process of Internationalisation</li></ul> <p>Unit 2 Trade theories and economic cooperation</p> <ul style="list-style-type: none"><li>• Basis for International trade</li><li>• Exchange Ratios, trade and gain</li><li>• Factor Endowment Theory</li><li>• Validity of trade theories</li><li>• Economic Cooperations</li></ul> <p>Unit 3 Trade Distortions and marketing barriers</p> <ul style="list-style-type: none"><li>• Protection of local industries</li><li>• Marketing Barriers: tariffs</li><li>• Marketing Barriers: Non tariffs</li><li>• Private Barriers</li><li>• World trade Organization(WTO)</li><li>• Generalized System of Preferences (GSP)</li></ul> <p>Unit 4 Political Environment</p> <ul style="list-style-type: none"><li>• Multiplicity of Political Environments</li><li>• Types of government: political systems, economic systems</li><li>• Political risks</li><li>• Privatization</li><li>• Indicators of political instability</li><li>• Analysis of Political risk</li><li>• Management of Political risk</li><li>• Measures to minimize political risk</li><li>• Political Insurance</li></ul> <p>Unit 5 Legal Environment</p> <ul style="list-style-type: none"><li>• Legal Systems</li><li>• Jurisdiction and extraterritoriality</li><li>• Legal form of organization</li><li>• Branch vs subsidiary</li><li>• Litigation vs arbitration</li><li>• Bribery</li><li>• Intellectual Property</li><li>• Counterfeiting</li></ul> <p>Unit 6 Culture</p> <ul style="list-style-type: none"><li>• Culture and its characteristics</li><li>• influence of culture on consumption</li><li>• Influence of culture on thinking process</li><li>• Influence of culture on communication process</li><li>• Cultural Universals</li><li>• Cultural similarities</li><li>• Communication through verbal language</li><li>• Communication through nonverbal language</li><li>• Subculture</li></ul>
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	<p>Unit 7 Consumer behaviour in international context</p> <ul style="list-style-type: none"><li>• Perspectives on Consumer Behaviour</li><li>• Motivation</li><li>• Learning</li><li>• Personality</li><li>• Psychographics</li><li>• Perception</li><li>• Attitude</li><li>• Social Class</li><li>• Group</li><li>• Family</li><li>• Diffusion process of Innovation</li></ul> <p>Unit 8 Planning for international marketing</p> <ul style="list-style-type: none"><li>• Mature of marketing research</li><li>• Marketing Information sources</li><li>• Secondary Research</li><li>• Primary Research</li><li>• Sampling</li><li>• Basic methods of data collection</li><li>• Measurement</li><li>• Marketing Information system</li></ul> <p>Unit 9 Foreign market entry strategies</p> <ul style="list-style-type: none"><li>• Foreign direct Investments (FDI)</li><li>• Exporting</li><li>• Licensing</li><li>• Management Contract</li><li>• Joint Venture</li><li>• Manufacturing</li><li>• Assembly operations</li><li>• Turnkey operations</li><li>• Acquisition</li><li>• Strategic Alliances</li><li>• Analysis of Entry strategies</li><li>• Free Trade Zones (FTZs)</li></ul> <p>Unit 10 Product strategies: basic decisions and product planning</p> <ul style="list-style-type: none"><li>• Introduction to Product</li><li>• New product development process</li><li>• Market segmentation</li><li>• Product adoption</li><li>• Theory of international product life cycle</li><li>• Product standardization vs. Product adaptation</li><li>• International or national products</li><li>• Marketing of services</li></ul>
	<p><b>Support:</b></p>



		<p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The nature of final assessment is the report submission. The report can be a consultancy report on real organization with recommendations to improve its international marketing strategy. The word limit of the report will be between 2500 words.</p>



		<p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ul style="list-style-type: none"><li>• Cateora, P. R., Money, R. B., Gilly, M. C., &amp; Graham, J. L. (2020). <i>International marketing</i>. McGraw-Hill.</li><li>• Alon, I., Jaffe, E., Prange, C., &amp; Vianelli, D. (2020). <i>Global marketing: strategy, practice, and cases</i>. Routledge.</li><li>• Schlegelmilch, B. B. (2022). <i>Global marketing strategy</i>. Springer International Publishing.</li><li>• Baines, P., Whitehouse, S., Antonetti, P., &amp; Rosengren, S. (2021). <i>Fundamentals of Marketing</i> 2e. Oxford University Press, USA.</li><li>• Malhotra, N. K., Nunan, D., &amp; Birks, D. F. (2020). <i>Marketing research</i>. Pearson UK.</li></ul> <p><b>Supplementary Reading</b></p>



	<ul style="list-style-type: none"><li>• Sheth, J. N. (2020). Borderless media: Rethinking international marketing. <i>Journal of International Marketing</i>, 28(1), 3-12.</li><li>• Donthu, N., Kumar, S., Pandey, N., &amp; Lim, W. M. (2021). Research constituents, intellectual structure, and collaboration patterns in <i>Journal of International Marketing: An analytical retrospective</i>. <i>Journal of International Marketing</i>, 29(2), 1-25.</li><li>• Bargoni, A., Jabeen, F., Santoro, G., &amp; Ferraris, A. (2024). Growth hacking and international dynamic marketing capabilities: a conceptual framework and research propositions. <i>International Marketing Review</i>, 41(1), 74-106.</li><li>• Steenkamp, J. B. E. (2020). Global brand building and management in the digital age. <i>Journal of International Marketing</i>, 28(1), 13-27.</li><li>• Moi, L., &amp; Cabiddu, F. (2021). Leading digital transformation through an Agile Marketing Capability: the case of Spotahome. <i>Journal of Management and Governance</i>, 25(4), 1145-1177.</li></ul> <p><b>Self-directed Research and Wider Reading</b></p> <p>At Level 7, learners are expected to engage deeply with current research and extend their knowledge beyond the recommended resources. Here are some guidelines for self-directed research:</p> <ol style="list-style-type: none"><li>6. Explore Academic Journals: Engage with journals such as <i>Journal of International Business Studies</i>, <i>Strategic Management Journal</i>, and <i>Global Strategy Journal</i>. These journals offer cutting-edge research on global strategy, international business, and management practices.</li><li>7. Industry Reports &amp; Whitepapers: Regularly review industry reports, whitepapers, and market analyses from sources like McKinsey, Deloitte, and PwC to understand the latest trends in global business and market dynamics.</li><li>8. Online Databases: Utilize academic databases such as Google Scholar, JSTOR, ScienceDirect, and ResearchGate for accessing up-to-date research articles and academic papers.</li><li>9. Industry Publications and Case Studies: Engage with case studies from <i>Harvard Business Review</i>, <i>The Economist</i>, and other business media outlets that</li></ol>
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		<p>provide real-world examples of business strategy in action.</p> <p>10. Collaborative Research: Engage with industry professionals and peers, attend webinars, conferences, and workshops that focus on current global business trends, technologies, and leadership practices.</p> <p><b>Final Note</b></p> <p>This reading list is not exhaustive, and we encourage all learners to engage with the latest research and real-world applications in global business management. Stay updated by frequently exploring academic databases, industry reports, and emerging trends in the field. Aim to implement the learning in real-world contexts, integrating theory and practice through continuous research and exploration. The readings shared by faculty are recommendations and will be continuously enhanced as modules will be taught, but your research and engagement with current developments will significantly enrich your learning experience.</p>
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## MGIB7403 International Finance

### Module D : MGIB7403

1	<b>Title of Module/Title</b>	<b>INTERNATIONAL FINANCE</b>
2	<b>Module/Unit Description</b>	The module will help the learners in understanding and analysing the international financial market. The module will provide in-depth exploration of financial management in a global context. This module will help the individual in developing understanding of global finance and the capacity to interpret those factors that contribute to global and regional financial stability, interconnectedness, financial opportunities and prosperity. The module will help the learners to understand global financial risks, capital flows and exchange rates, and international investments to understand financial challenges and opportunities in the marketplace. The module will also develop the understanding of cross-border investments and capital flow. The main objectives of the course are to introduce and critically evaluate the main relevant economic theories and models in these three key areas of International Finance and



		<p>to apply these analytical tools to build an understanding of relevant economic developments and policy issues in the global markets.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. collaborate and work effectively with the international finance teams, stakeholders and market partners to implement global business strategies and address the financial challenges</li><li>2. comply and adhere with international financial regulations and accounting standards, it will help in developing financial reporting and transactions</li><li>3. Identify and strategise managing several international financial risks, translation risk, transaction risks by using appropriate financial tools and strategies.</li><li>4. design processes for overseeing the various aspects of international financial operations, including budgeting and financial planning.</li><li>5. effectively negotiate financial transactions, the discussions on merger and acquisitions, also look after other financial arrangements</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: define and understand key financial wordings related to international finance like capital budgeting, exchange rates, and financial risks</p> <p>A2: draw different financial models and frameworks such as the effect of interest rate parity theory and these frameworks will help in taking global financial decisions.</p> <p>A3: critically evaluate the financial data and deduct the knowledge and reference by checking financial statements and market reports.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: critically evaluate the financial risks by using scenario analysis and simulation exercise and other hands-on exercise and accordingly judge out financial risks in managing cross-border risks</p>



		<p>B2: design comprehensive financial plans and budgets by structuring cross-border financial risks and investment portfolios</p> <p>B3: develop new financial strategies which clearly outlines the hedging strategies to manage the currency risk</p> <p>B4: draft well-structured financial plans based on organizational goals and objectives, these plans clearly outline the financial risks and various investment opportunities</p>
		<p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- apply knowledge of international finance for judging out the currency movements in international market by applying exchange rate theories</p> <p>C2-operate and manage day to day financial activities in the organization and analyse the currency exposure risks</p> <p>C3- critically evaluate the cost expenditures, cost centres and revenue streams in the organization</p>
		<p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>● Financial reporting using digital formats like dashboards and interactive reports</li><li>● Use of the budgeting and forecasting software</li><li>● Understanding digital financial systems</li><li>● Financial modelling software like Quantrix</li><li>● Use of various video conferencing systems</li><li>● Scan, print and upload online</li><li>● Financial data security</li><li>● Budgetary requirement and conflict resolutions</li><li>● Online peer-to-peer Collaboration</li><li>● Communicating via WhatsApp Skype Teams etc.</li><li>● Financial data analysis</li><li>● Dealing with citation software</li><li>● Use of sound transmission and camera on computer</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7



5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours - 30 Self – Study Hours - 60 Assessment Hours - 30 Supervised Placement -30 and Practice Hours
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  Contact Hours delivered Face to Face
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources: <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li></ol>



	<p>4. Unit-wise assessment which is multiple choice questions.</p> <p>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</p> <p>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</p> <p><b>Curriculum</b></p> <p><b>Unit 1</b> Multinational Financial Management and Globalized World</p> <ul style="list-style-type: none"><li>• Growth of international trade</li><li>• Globalization of financial markets</li><li>• Goal and organizational structure of the MNC</li><li>• International players</li><li>• Globalization and MNC</li></ul> <p><b>Unit 2</b> International Financial Markets</p> <ul style="list-style-type: none"><li>• Balance of Payments</li><li>• Concepts and terminology</li><li>• Surpluses and Deficits in the BOP Accounts</li><li>• Dynamics of the BOP</li><li>• Foreign Exchange Market</li><li>• Market players</li><li>• Organization of FOREX market</li><li>• Spot rates, Forward rates; Interest rate parity, PPP and real exchange rates</li><li>• Foreign exchange intervention</li><li>• exchange rate systems</li></ul> <p><b>Unit 3</b> International Capital Markets</p> <ul style="list-style-type: none"><li>• International debt financing</li><li>• International equity financing</li><li>• International capital market equilibrium</li></ul> <p><b>Unit 4</b> Exchange Rates</p> <ul style="list-style-type: none"><li>• Relationships and Institutions</li><li>• Models of exchange rate determination</li><li>• Key international financial relationships</li><li>• Exchange rate forecasting</li><li>• Fixed versus floating exchange rates</li><li>• Foreign Exchange Market</li></ul> <p><b>Unit 5</b> International Financial Instruments</p> <p>Currency swaps and their use</p> <ul style="list-style-type: none"><li>• Currency futures</li><li>• Currency options.</li><li>• Uses and abuses of currency derivatives</li></ul> <p><b>Unit 6</b> International Portfolio Management</p>
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	<ul style="list-style-type: none"><li>• International diversification</li><li>• Global asset allocation: equities, bonds, and currencies</li><li>• Currency hedging foreign stocks and bonds</li><li>• The forecasting of excess returns</li><li>• Emerging equity markets.</li></ul> <p>Unit 7 Corporate Exposure Management</p> <ul style="list-style-type: none"><li>• Risk Management Process</li><li>• Exposure Management</li><li>• Transactions Exposure</li><li>• Operations Exposure</li><li>• Interest rate Exposure</li><li>• Financial Swaps</li><li>• Credit Derivatives</li></ul> <p>Unit 8 International Sources of Finance</p> <ul style="list-style-type: none"><li>• Bond Financing</li><li>• Loan Financing</li><li>• Equity Financing</li><li>• Capital Budgeting</li><li>• Overseas Funding</li></ul> <p>Unit 9 International coordination mechanism of macroeconomic policies</p> <ul style="list-style-type: none"><li>• International monetary system</li><li>• Problems of policy coordination</li></ul> <p>Unit 10 International capital flows and financial crises</p> <ul style="list-style-type: none"><li>• Global capital markets</li><li>• Capital flows and financial crises in developing countries<ul style="list-style-type: none"><li>• Issues of international money</li></ul></li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol>
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		<p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission. The report will be based on comparison of financial data, financial information or budgetary analysis of a company. Based on that recommendations will be given for fulfilling long-term and short financial requirements of the company. The word limit will be 2500 words.</p> <p>We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer to peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus, and is to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient</p>



		understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.
12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ul style="list-style-type: none"><li>• Eun, C. S., Resnick, B. G., &amp; Chuluun, T. (2021). <i>International financial management</i>. McGraw-Hill.</li><li>• Moffett, M. H., Stonehill, A. I., &amp; Eiteman, D. K. (2021). <i>Fundamentals of multinational finance</i>. Pearson.</li><li>• Vernimmen, P., Quiry, P., &amp; Le Fur, Y. (2022). <i>Corporate finance: theory and practice</i>. John Wiley &amp; Sons.</li><li>• Pilbeam, K. (2023). <i>International finance</i>. Bloomsbury Publishing.</li><li>• Schmitt-Grohé, S., Uribe, M., &amp; Woodford, M. (2022). <i>International macroeconomics: A modern approach</i>. Princeton University Press</li></ul> <p><b>Supplementary Reading</b></p> <ul style="list-style-type: none"><li>• Dreher, A., Fuchs, A., Parks, B., Strange, A., &amp; Tierney, M. J. (2021). Aid, China, and growth: Evidence from a new global development finance dataset. <i>American Economic Journal: Economic Policy</i>, 13(2), 135-174.</li><li>• Yarovaya, L., Brzeszczyński, J., Goodell, J. W., Lucey, B., &amp; Lau, C. K. M. (2022). Rethinking financial contagion: Information transmission mechanism during the COVID-19 pandemic. <i>Journal of International Financial Markets, Institutions and Money</i>, 79, 101589.</li><li>• Eichengreen, B., &amp; Sussman, N. (2024). The international monetary system in the (very) long run. In <i>Handbook of Cliometrics</i> (pp. 1749-1783). Cham: Springer International Publishing.</li></ul>



- Ozili, P. K. (2021, October). Financial inclusion research around the world: A review. In *Forum for social economics* (Vol. 50, No. 4, pp. 457-479). Routledge.
- Akomea-Frimpong, I., Adeabah, D., Ofosu, D., & Tenakwah, E. J. (2022). A review of studies on green finance of banks, research gaps and future directions. *Journal of Sustainable Finance & Investment*, 12(4), 1241-1264.

## Self-directed Research and Wider Reading

At Level 7, learners are expected to engage deeply with current research and extend their knowledge beyond the recommended resources. Here are some guidelines for self-directed research:

1. Explore Academic Journals: Engage with journals such as Journal of International Business Studies, Strategic Management Journal, and Global Strategy Journal. These journals offer cutting-edge research on global strategy, international business, and management practices.
2. Industry Reports & Whitepapers: Regularly review industry reports, whitepapers, and market analyses from sources like McKinsey, Deloitte, and PwC to understand the latest trends in global business and market dynamics.
3. Online Databases: Utilize academic databases such as Google Scholar, JSTOR, ScienceDirect, and ResearchGate for accessing up-to-date research articles and academic papers.
4. Industry Publications and Case Studies: Engage with case studies from Harvard Business Review, The Economist, and other business media outlets that provide real-world examples of business strategy in action.
5. Collaborative Research: Engage with industry professionals and peers, attend webinars, conferences, and workshops that focus on current global business trends, technologies, and leadership practices.

## Final Note

This reading list is not exhaustive, and we encourage all learners to engage with the latest research and real-world



	<p>applications in global business management. Stay updated by frequently exploring academic databases, industry reports, and emerging trends in the field. Aim to implement the learning in real-world contexts, integrating theory and practice through continuous research and exploration. The readings shared by faculty are recommendations and will be continuously enhanced as modules will be taught, but your research and engagement with current developments will significantly enrich your learning experience.</p>
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## MGIB7404 International Organisations & Strategy

Module D : MGIB7404		
1	<b>Title of Module/Title</b>	<b>International Organization and Strategy</b>
2	<b>Module/Unit Description</b>	<p>This MBA unit aims to provide the knowledge of internal working, and challenges faced by the international organizations. This module will also examine the organizational strategy and strategic management of international organizations. The module will help in understanding the strategies developed by the international organizations to remain competitive in international markets. The course seeks to give students an understanding of the major theoretical and empirical aspects of the role of international organisations in international politics and their impact on the practice of international cooperation and conflict, the international economic relations, the promotion of international environmental standards etc.</p> <p>While taking business across the national borders, the organizations are facing challenges daily, the learning in this module will help the individuals to evaluate global competitive dynamics. They will do the industry analysis and look after developing strategic alliances.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. carry out and execute different types of strategic tasks, like doing market research, analysing</li></ol>



		<p>competition in the global market, and implementing plans for international growth</p> <ul style="list-style-type: none"><li>2. guide the team on correct strategic direction and guide them in international organizational matters, and implement the strategic plans for global growth</li><li>3. supervise the international project teams and help them in developing effective project management strategies for successful implementation of project.</li><li>4. provide expert advice to firms on international market expansion and help those organizations in taking strategic decisions.</li><li>5. guide the organization in international negotiations and international dealings</li></ul>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will have been exposed to the following:</p> <p>A1: list out the key components and performance indicators related to international marketing strategy, the performance indicators include operational efficiency, market share and revenue growth</p> <p>A2: critically evaluate and derive the various steps involved in strategic management and organizational design, such as steps related to strategy formation and evaluating the market.</p> <p>A3: match international strategies with real world applications to solve out the business problems.</p>
3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will have acquired the following skills:</p> <p>B1: engage in different exercise related to international strategic planning and cross-cultural management, it will help in developing understanding further</p> <p>B2: critically analyse the external environmental and its impact on policy formation in the organization</p> <p>B3: discuss how managers design and improve business plans related to global strategy and organizational performance</p> <p>B4: use various tools like SWOT analysis, PESTLE framework and prepare strategy for organizational development</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p>



		<p>C1- engage and learn about execution of international strategies with the help of case studies and simulations C2- examine ethical, social and regulatory framework for measuring the change in organizational strategy and attitudes of employees C3- gather the data from different resources to support strategic decision making</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Tableau software for competitive analysis</li><li>• Software for analysing global market trends</li><li>• Creating online presentations</li><li>• Independent online search on the Internet</li><li>• MATLAB skills for doing the quantitative analysis</li><li>• Strategic planning and management software</li><li>• Market research and competitive intelligence tools</li><li>• Using plagiarism software</li><li>• Online peer-to-peer Collaboration</li><li>• Communication and collaboration platforms</li><li>• Case studies simulations</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	MQF Level 7
5	<b>Total Number of ECTS for this module/unit</b>	6
6	<b>Hours of Total Learning for this module/unit</b>	<p>Total Contact Hours</p> <p>Self – Study Hours</p> <p>Assessment Hours</p> <p>Supervised Placement and Practice Hours</p>



7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  Contact Hours delivered Face to Face
10	<b>Explain how this module/unit will be taught.</b>	<p><b>We intend to offer programs in online model; hence our online didactic model is as follows:</b></p> <p>Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources:</p> <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li><li>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</li><li>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</li></ol> <p><b>Curriculum</b></p> <p>Unit 1 Introduction to International Organizations</p> <ul style="list-style-type: none"><li>• overview of the historical context</li><li>• classify international organizations</li></ul>



	<ul style="list-style-type: none"><li>United Nations – its origins, purposes, mandate, structure and activities</li></ul> <p>Unit 2 Transformation of International Organizations</p> <ul style="list-style-type: none"><li>practice of international relations to understand engagement of states</li><li>cooperation across nations and collective action from governments, private sector and civil society.</li><li>future functioning of international organizations.</li></ul> <p>Unit 3 Public Private Partnerships</p> <ul style="list-style-type: none"><li>public private partnerships (PPPs) innovative model</li><li>role of cross-sector partnerships</li><li>theoretical frameworks to assess the opportunities and challenges of partnership</li><li>application of frameworks between partnerships</li></ul> <p>Unit 4 Fundraising</p> <ul style="list-style-type: none"><li>Marketing and Fund Raising</li><li>Case Study/Examples</li></ul> <p>Unit 5 Development Organisations</p> <ul style="list-style-type: none"><li>International Bank for Reconstruction and Development (IBRD)</li><li>International Development Association (IDA)</li><li>Multilateral Investment Guarantee Agency (MIGA)</li><li>International Finance Corporation (IFC)</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p>
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		<ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the final evaluation and acquires a pass score, he/she progresses to the next module.</li><li>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</li></ol>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, consisting of 60% weightage. The nature of final assessment is the report submission. The final assessment will be a business plan and report consisting of 2500 words. We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and are to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked to vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that the learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.



12	<b>Placement/Work-based learning</b> (if applicable)	NA
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ul style="list-style-type: none"><li>• Baylis, J., Wirtz, J. J., &amp; Johnson, J. L. (Eds.). (2022). <i>Strategy in the contemporary world</i>. Oxford University Press.</li><li>• Peng, M. W. (2022). <i>Global strategy</i>. Cengage learning.</li><li>• Sørensen, G., Møller, J., &amp; Jackson, R. H. (2022). <i>Introduction to international relations: theories and approaches</i>. Oxford university press.</li><li>• Henry, A. (2021). <i>Understanding strategic management</i>. Oxford University Press.</li><li>• Aaker, D. A., &amp; Moorman, C. (2023). <i>Strategic market management</i>. John Wiley &amp; Sons.</li></ul> <p><b>Supplementary Reading</b></p> <ul style="list-style-type: none"><li>• Welch, C., Piekkari, R., Plakoyiannaki, E., &amp; Paavilainen-Mäntymäki, E. (2020). Theorising from case studies: Towards a pluralist future for international business research. <i>Research methods in international business</i>, 171-220.</li><li>• Chang, S. J., Van Witteloostuijn, A., &amp; Eden, L. (2020). Common method variance in international business research. <i>Research methods in international business</i>, 385-398.</li><li>• Katsikeas, C., Leonidou, L., &amp; Zeriti, A. (2020). Revisiting international marketing strategy in a digital era: Opportunities, challenges, and research directions. <i>International Marketing Review</i>, 37(3), 405-424.</li><li>• Kano, L., Tsang, E. W., &amp; Yeung, H. W. C. (2020). Global value chains: A review of the multi-disciplinary literature. <i>Journal of international business studies</i>, 51(4), 577-622.</li></ul> <p><b>Self-directed Research and Wider Reading</b></p> <p>At Level 7, learners are expected to engage deeply with current research and extend their knowledge beyond the recommended resources. Here are some guidelines for self-directed research:</p>



- Explore Academic Journals: Engage with journals such as Journal of International Business Studies, Strategic Management Journal, and Global Strategy Journal. These journals offer cutting-edge research on global strategy, international business, and management practices.
- Industry Reports & Whitepapers: Regularly review industry reports, whitepapers, and market analyses from sources like McKinsey, Deloitte, and PwC to understand the latest trends in global business and market dynamics.
- Online Databases: Utilize academic databases such as Google Scholar, JSTOR, ScienceDirect, and ResearchGate for accessing up-to-date research articles and academic papers.
- Industry Publications and Case Studies: Engage with case studies from Harvard Business Review, The Economist, and other business media outlets that provide real-world examples of business strategy in action.
- Collaborative Research: Engage with industry professionals and peers, attend webinars, conferences, and workshops that focus on current global business trends, technologies, and leadership practices.

#### Final Note

This reading list is not exhaustive, and we encourage all learners to engage with the latest research and real-world applications in global business management. Stay updated by frequently exploring academic databases, industry reports, and emerging trends in the field. Aim to implement the learning in real-world contexts, integrating theory and practice through continuous research and exploration. The readings shared by faculty are recommendations and will be continuously enhanced as modules will be taught, but your research and engagement with current developments will significantly enrich your learning experience.

## MGIB7405 Global Business Management

Module D : MGIB7405

1	<b>Title of Module/Title</b>	<b>GLOBAL BUSINESS MANAGEMENT</b>
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2	<b>Module/Unit Description</b>	<p>This MBA module will help in developing the managerial perspective of the learners. They will learn the principles and practices involved in managing the global business environment in relation to foreign trade and investment. This module will help the learners in understanding the strategic operational and managerial aspects of expanding a business in the international market and what are the challenges and opportunities involved in that. This module will also provide an in-depth understanding of how global business has been managed and the effect of the cultural, political and economic environment on global business management.</p>
3	<b>Learning Outcomes</b>	
3.1	<b>Competences</b>	<p>At the end of the module/unit the learner will have acquired the responsibility and autonomy to:</p> <ol style="list-style-type: none"><li>1. collaborate effectively with all the team members, stakeholders and heads of different departments to design strategies and change initiatives.</li><li>2. deal with the complexity and address the issues related to cross cultural misunderstanding and international market fluctuations.</li><li>3. take responsibility for ensuring measures against the challenges in maintaining good quality standards, efficiency and effectiveness in the international market</li><li>4. compare and evaluate different global business management theories and their applications in modern organizations</li><li>5. monitor the performance of global business operations by tracking financial metrics and strategy outcomes</li></ol>
3.2	<b>Knowledge</b>	<p>At the end of the module/unit the learner will be able to:</p> <p>A1: critically evaluate the impact of applying different global business strategies on international operations A2: interpret effective planning strategies for managing the challenges in the organization and formulate approaches to manage those challenges. A3: critically assess various global management theories like Uppsala Internationalization Model or global strategy framework, and synthesise their relevance to modern business practices.</p>



3.3	<b>Skills</b>	<p>At the end of the module/unit, the learner will be able to:</p> <p>B1: show proficiency in handling the international and culturally diverse teams B2: critically analyse the outside market, and develop planning which market to entry for achieving the growth and getting competitive advantage B3: design and discuss plan for various international business initiatives like market entry strategy and cross-border operational strategy B4: construct a detailed market entry plan and effectively do the competitor analysis</p> <p><b><i>Module-Specific Learner Skills</i></b></p> <p>At the end of the module/unit the learner will be able to</p> <p>C1- manage the global business effectively by taking care of international projects and coordination activities C2- examine the usage of technology in taking global business to a new scale and heights C3- demonstrate decision-making in an international setting and how that decision making is different from domestic business setting.</p> <p><b><i>Module-Specific Digital Skills and Competences</i></b></p> <p>At the end of the module/unit, the learner will be able to</p> <ul style="list-style-type: none"><li>• Tableau software for competitive analysis</li><li>• Software for analysing global market trends</li><li>• Creating online presentations</li><li>• Independent online search on the Internet</li><li>• MATLAB skills for doing the quantitative analysis</li><li>• Strategic planning and management software</li><li>• Market research and competitive intelligence tools</li><li>• Using plagiarism software</li><li>• Online peer-to-peer Collaboration</li><li>• Communication and collaboration platforms</li><li>• Case studies simulations</li></ul>
4	<b>MQF Level pegged for this module/unit</b>	7
5	<b>Total Number of ECTS for this module/unit</b>	6



6	<b>Hours of Total Learning for this module/unit</b>	Total Contact Hours - 30  Self – Study Hours - 60  Assessment Hours - 30  Supervised Placement - 30 and Practice Hours
7	<b>Total Learning Hours for this module/unit.</b>	150
8	<b>Mode of Delivery</b>	<input type="checkbox"/> 100% Face to Face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Blended Learning Point D9 is required to be filled in. <input type="checkbox"/> Work Based Learning
9	<b>Blended Learning</b>	Contact Hours delivered online.  Contact Hours delivered Face to Face
10	<b>Explain how this module/unit will be taught.</b>	<b>We intend to offer programs in online model; hence our online didactic model is as follows:</b> Each module is organised on our e-campus and is divided into sub-units, around 8-12 subunits. Each sub-unit comprises of the following resources: <ol style="list-style-type: none"><li>1. Faculty Lecture- can be asynchronous with academic support OR synchronous, recording of which to be provided.</li><li>2. Notes of the faculty lecture</li><li>3. Supporting reading material such as research papers, articles, journals, videos, case studies, case studies, simulations, etc.</li><li>4. Unit-wise assessment which is multiple choice questions.</li></ol>



	<p>5. Optional – Formative discussion forum for reflection and peer-to-peer interaction.</p> <p>6. Upon completion of all incorporated course material, the student is required to attempt an application-based assignment which could be either a project or a case study or a report or any other form of written submission.</p> <p><b>Curriculum</b></p> <p><b>Unit 1</b> Overview of Global Business</p> <ul style="list-style-type: none"><li>• International Trade, Multinational Business, and Global Economic Integration</li><li>• Global Business Environment and National Business Environments</li><li>• The International or Multinational or Transnational, and Multicultural Organization</li></ul> <p><b>Unit 2</b> International Trade Theory</p> <ul style="list-style-type: none"><li>• Trade Theory – The Economics and Politics of Free Trade v. Fair Trade and Protectionism</li><li>• International Trade Treaties – Bilateral, Regional and Global Agreements Global Business</li><li>• National v. Transnational Law of International Trade and the World Trade Organization</li></ul> <p><b>Unit 3</b> International Financial System</p> <ul style="list-style-type: none"><li>• Foreign Currencies, Foreign Exchange Markets and Exchange Rates</li><li>• Foreign Direct Investment, Credit Markets and International Trade Finance</li><li>• International Monetary System, Balance of Payments, IMF, BIS, and Monetary Policy</li></ul> <p><b>Unit 4</b> Global Business Management</p> <ul style="list-style-type: none"><li>• Identifying International and Global Business Opportunities</li><li>• Global Strategic Analysis and Product and Brand Development</li><li>• Intercultural Marketing and Global Distribution</li><li>• Managing Global Production Systems and a Multicultural Workforce</li><li>• International Financial Management and Control, Transnational Accounting and Taxation</li><li>• Ethics and Social Responsibility in International Business</li></ul> <p><b>Unit 5</b> Economic Conditions and Business</p> <ul style="list-style-type: none"><li>• Current Accounts, Financial Accounts, and a Country's Strategy</li><li>• Hedging Exchange Rates</li></ul> <p><b>Unit 6</b> Political order and disorder</p>
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	<ul style="list-style-type: none"><li>• Understand the role of government in the modern economy</li><li>• Analyze political risks to business strategy</li><li>• The Median Voter Theorem</li><li>• Sources of Long-Term Growth</li></ul> <p>Unit 7 Macro factors</p> <ul style="list-style-type: none"><li>• Global macroeconomics</li><li>• Analyzing exchange rates</li><li>• market indices, GDP, productivity</li></ul> <p>Unit 8 Political economy and trade</p> <ul style="list-style-type: none"><li>• Comparative advantage</li><li>• Government influence on trade</li><li>• Tariffs, subsidies</li><li>• Exporting and importing</li><li>• Economic unions</li></ul> <p>Unit 9 Leadership of an international workforce</p> <ul style="list-style-type: none"><li>• Ethical business behaviors in an international context</li></ul> <p>Unit 10 International strategy alternatives</p> <ul style="list-style-type: none"><li>• Country evaluation.</li><li>• Country analysis (ISTAT)</li><li>• Global corporate strategies</li></ul> <p><b>Support:</b></p> <p>In online delivery, support plays an imperative role. Our model provides various levels of interaction to the students as follows:</p> <ol style="list-style-type: none"><li>1. Student Success Manager: is the first point of contact for every student for any query.</li><li>2. If it is a general query, for instance related to e-campus, technology, etc. it is resolved immediately.</li><li>3. If it is a faculty/ module content related query, this is forwarded to the assistant faculty.</li><li>4. If it is a program related queries such as regulations, policies, progression etc., this is forwarded to the Program Director.</li><li>5. In all cases, the turnaround time to resolve the query is within 3 working days.</li><li>6. All interactions take place via e-campus to maintain an adequate record of information.</li></ol> <p><b>Modular delivery:</b> Understanding the relevance of disseminating content in a systematic manner, we follow a modular system of academic delivery via our e-campus.</p> <ol style="list-style-type: none"><li>1. Modular system of academic delivery means that the learners are provided access to 1 module at one time. Once the learner completes all units, and the</li></ol>
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		<p>final evaluation and acquires a pass score, he/she progresses to the next module.</p> <p>2. The process helps in organizing study in an efficient manner and enables learners to research and learn about every module in-depth.</p>
11	<b>Explain how this module/unit will be assessed.</b>	<p>We follow continuous and end of the module assessment. Continuous assessment is conducted within various units studied by the learner, and counts towards the final grades, the weightage of continuous assessment is 40%. The nature of continuous assessment is normally multiple-choice questions.</p> <p>End of the module assessment is the final assessment, comprising of 60% weightage. The report can be a case study analysis, research report, scenario analysis, project or any other report type as agreed amongst the course team. The word limit will be 2500. We also integrate formative assessment which doesn't contribute to the final grade, rather helps in peer-to-peer learning and reflecting on the concepts used.</p> <p>All assessments are provided via e-campus and is to be submitted via e-campus. No email submissions can be accepted.</p> <p>All end of the module assessments must be provided to the learners at least 3 weeks before the submission due date. The faculty will have access to the plagiarism testing software, and the learner can be asked for vive to validate the submitted assignment ownership.</p> <p>The rubric is supplemented for the overall program, and also the assessment specific rubric is provided to the learners. Assessment guidance webinar is also provided to the learner. This ensures that learner has sufficient understanding of expectation from the assignment. The passing grades are 40% according to the defined rubrics.</p>
	<b>Practicum/Dissertation/Final Project</b>	<p>End of the module assessment is always the assignment submission, the nature of assessment can be report writing, case-study evaluation, survey analysis, presentations, communication videos, etc.</p>
12	<b>Placement/Work-based learning</b>	NA



(if applicable)		
13	<b>Reading List</b>	<p><b>Core Reading List</b></p> <ul style="list-style-type: none"><li>• Hill, C. W. (2022). <i>Global business today</i>. McGraw-Hill.</li><li>• Hampden-Turner, C., Trompenaars, F., &amp; Hampden-Turner, C. (2020). <i>Riding the waves of culture: Understanding diversity in global business</i>. Hachette UK.</li><li>• Peng, M. W. (2022). <i>Global strategy</i>. Cengage learning.</li><li>• Easterby-Smith, M., Jaspersen, L. J., Thorpe, R., &amp; Valizade, D. (2021). <i>Management and business research</i>. Sage.</li><li>• Schermerhorn Jr, J. R., &amp; Bachrach, D. G. (2020). <i>Exploring management</i>. John Wiley &amp; Sons.</li></ul> <p><b>Supplementary Reading</b></p> <ul style="list-style-type: none"><li>• Benito, G. R., Cuervo-Cazurra, A., Mudambi, R., Pedersen, T., &amp; Tallman, S. (2022). The future of global strategy. <i>Global Strategy Journal</i>, 12(3), 421-450.</li><li>• Nnaji, U. O., Benjamin, L. B., Eyo-Udo, N. L., &amp; Etukudoh, E. A. (2024). Effective cost management strategies in global supply chains. <i>International Journal of Applied Research in Social Sciences</i>, 6(5), 945-953.</li><li>• Kyrylov, Y., Kyrychenko, N., Stukan, T., &amp; Zhosan, H. (2020). Formation of Enterprise Management Strategies and Entrepreneurship Training. <i>International Journal of Management</i>, 11(6), 793-800.</li><li>• Naradda Gamage, S. K., Ekanayake, E. M. S., Abeyrathne, G. A. K. N. J., Prasanna, R. P. I. R., Jayasundara, J. M. S. B., &amp; Rajapakshe, P. S. K. (2020). A review of global challenges and survival strategies of small and medium enterprises (SMEs). <i>Economies</i>, 8(4), 79.</li><li>• Leiblein, M. J., Reuer, J. J., Larsen, M. M., &amp; Pedersen, T. (2022). When are global decisions strategic?. <i>Global Strategy Journal</i>, 12(4), 714-737.</li></ul> <p><b>Self-directed Research and Wider Reading</b></p> <p>At Level 7, learners are expected to engage deeply with current research and extend their knowledge beyond the</p>



	<p>recommended resources. Here are some guidelines for self-directed research:</p> <ol style="list-style-type: none"><li>1. Explore Academic Journals: Engage with journals such as Journal of International Business Studies, Strategic Management Journal, and Global Strategy Journal. These journals offer cutting-edge research on global strategy, international business, and management practices.</li><li>2. Industry Reports &amp; Whitepapers: Regularly review industry reports, whitepapers, and market analyses from sources like McKinsey, Deloitte, and PwC to understand the latest trends in global business and market dynamics.</li><li>3. Online Databases: Utilize academic databases such as Google Scholar, JSTOR, ScienceDirect, and ResearchGate for accessing up-to-date research articles and academic papers.</li><li>4. Industry Publications and Case Studies: Engage with case studies from Harvard Business Review, The Economist, and other business media outlets that provide real-world examples of business strategy in action.</li><li>5. Collaborative Research: Engage with industry professionals and peers, attend webinars, conferences, and workshops that focus on current global business trends, technologies, and leadership practices.</li></ol> <p><b>Final Note</b></p> <p>This reading list is not exhaustive, and we encourage all learners to engage with the latest research and real-world applications in global business management. Stay updated by frequently exploring academic databases, industry reports, and emerging trends in the field. Aim to implement the learning in real-world contexts, integrating theory and practice through continuous research and exploration. The readings shared by faculty are recommendations and will be continuously enhanced as modules will be taught, but your research and engagement with current developments will significantly enrich your learning experience.</p>
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## Need Any Help?

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