Bachelor in Business Studies

Programme Document

June, 2015

1   Introduction

This document is the programme document for the Bachelor in Business Studies programme.

Programme: Bachelor in Business Studies
Credits: 180

2   Minimum Intended Programme Learning Outcomes

2.1   Bachelor in Business Studies

Upon successful completion of this Bachelor in Business Studies programme, the learner will be able to:

Knowledge –breadth

1. Demonstrate in-depth theoretical knowledge of the theories and concepts that underpin modern management across a broad business spectrum
2. Critically appraise the theoretical frameworks that encompass all management processes

Knowledge-kind

3. Demonstrate an integrated business knowledge that is transferable across key business fields
4. Demonstrate an awareness of corporate social responsibility in a demanding business environment

Know-how & skill-range

5. Write, present and defend material that articulates ideas, insights and analysis using appropriate business terminology.
6. Demonstrate a mastery of specialised business skills in one or more of the core sub-fields of business
7. Review and present literature from a variety of appropriate sources.
8. Use appropriate primary research methodological techniques for the purposes of problem solving and strategy development.
9. Engage in problem solving and decision making in a variety of complex business settings
10. Demonstrate interpersonal skills of effective listening, negotiation, persuasion and presentation

Know-how & skill-selectivity

11. Make informed decisions reflective of diverse marketing scenarios and business environments.
12. Select and apply appropriate analytical tools to the business environment.

Competence-context

13. Recognise and apply inter-disciplinary approaches to cultivate innovation and creativity.
14. Contribute insight and creative thinking to problem solving scenarios.
15. Critically understand the implications of business ethics in a variety of business settings.

Competence Role

16. Display team skills through the active participation in group settings and engaging in self-reflection practice.
17. Appraise and assume responsibility for their professional and academic development.
18. Appreciate diversity within team environments and apply methods for maximising successful collaborations.
19. Take the initiative for completion of independent, autonomous work.

Competence-learning to learn

20. Apply appropriate transferable key skills to an advanced level in problem solving and self-reflection.
21. Realise core management competencies such as leadership and continuous improvement.
22. Effectively communicate new information to an audience of their peers.

Competence-Insight

23. Demonstrate the integration of critical thinking with established theory and concepts in a challenging business environment.
24. Demonstrate the capacity to reflect on own practice and value system.
25. Draw out complex interdisciplinary solutions and socially responsible decisions in a business environment.
26. Recognise transferability of skillset to a variety of contexts and environments.

3   Programme Overview and Structure

The BA programmes in Business Studies are designed to produce graduates who are work ready and knowledgeable in a range of key business disciplines while also strong in soft skills such as communication, teamwork and working autonomously.

The core programme presents 38 taught modules over six semesters in three academic years. Of these 21 are mandatory and the remainder elective.

Learners are required to successfully take a minimum of 25 modules to gain the 180 ECTS credits required for graduation.

4   Programme Assessment Strategy

A wide variety of assessment methods, both formative and summative, are used across this. The type of assessment method chosen is primarily influenced by the learning outcomes being assessed; the most appropriate way to assess the learner attainment of each outcome; the module content; the nature of the module (discursive, numeric, etc.) and the weighting associated with the assessment.

The most commonly used forms of assessment are the formal end of term examination and the written assignment. The written assignments typically include individual literature reviews, case study analysis and essays. While written assignments are most commonly used for discursive subject areas such as Marketing, Management and HRM, class tests are often used for numeric subject areas such as Accounting.

In Years 1 and 2 especially learners are also required to participate in group work assignments normally for presentations and mini projects. This requirement also aims to improve the learners' interpersonal and team work skills. In many cases learners are required to give a presentation on a topic or a demonstration of comprehension.

The assessment strategy for each module is communicated to the learner at the beginning of the semester and includes information on the learning outcomes being assessed, module weightings, grading criteria and submission date. Feedback regarding assessment from the lecturer to the learner is also a very important component of the programme assessment strategy.

5 Programme Schedule

Year I

I semestar
1. Effective Learning and Development
2. Quantitative Analysis for Business
3. Microeconomics
4. Business Management
5. Financial Accounting (linear)

II semestar
6. Information Technology Skills
7. Legal Aspects of Business
8. Macroeconomics
9. Financial Accounting (linear)

Year II

III semestar
1. Operations Management
2. Accounting Information for Managers
3. Organisational Behaviour
4. Marketing
5. Professional Development

IV semestar
6. Business Information Systems
7. Digital Marketing
8. Enterprise and Innovation
9. Human Resource Management

Year III (compulsory courses)

V semestar
1. Strategic Management 1
2. Financial Management
3. Business Plan (linear)

VI semestar
4. International Business Environment
5. Business Plan (linear)

Year III (elective courses*)

1. Brand Management
2. Consumer Behaviour
3. International Marketing

4. Sales Management
5. Integrated Marketing Communications
6. Contemporary Employment Relations
7. Human Resource Development
8. Performance Management and Reward
9. International Human Resources Management
10. Project Management
11. Strategic Management 2
12. Supply Chain Management
13. Corporate Governance and Accountability
14. Taxation 1
15. Taxation 2
16. Audit and Assurance
17. Advanced Financial Management

* Learners must choose 4 electives

Module 1:   Effective Learning and Development

Stage	1
Semester	1
Module Title	Effective Learning and Development
Module Number	1
Module Status	Mandatory
Module ECTS credits	5
Module NFQ level	6
Pre-requisite Module Titles	N/A
Co-requisite Module Titles	N/A
Capstone module?	No

Contact Hours				Non-contact Hours			Total Effort (Hours)100
36				64			
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
30			6	34		30	100
Allocation of Marks (Within the Module)							

	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage contribution	100				100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Effectively position themselves to optimise their learning experience in college.
2. Use appropriate tools and techniques to expertly manage learner workload and responsibilities.
3. Competently use appropriate software applications to produce and enhance professional reports and presentations.
4. Efficiently use library resources (including research databases), and referencing software tools, in a responsible and ethical manner.
5. Navigate the web proficiently and effectively.
6. Confidently use collaborative software to advance group projects and networking.
7. Display essential collaborative work techniques.
8. Use appropriate tools and psychometric tests to evaluate and develop personal performance.

Module Objectives

Many learners find the transition to college a difficult time as they seek to adapt to their new environment while also grappling with the academic aspect of college. The objective of this module is to assist the learner in their transition to third level

education by providing them with academic support and development skills that will ease this transition. Learners are supported in their development of competences and skills which will support them throughout their learning journey. This module provides learners with the foundations of good academic practices in a collaborative environment.

Module Curriculum

Understanding Third Level Education
- Context and model of higher education in Ireland
- Expectation setting and learning outcomes
- Navigating learning supports and structures
- College language, roles and boundaries

Developing as a Learner
- Psychometric tests and analysis
- Personal SWOT analysis
- ePortfolio
- Managing self
- Critical evaluation and analysis skills
- Problem solving techniques

Effective Communication
- Group work and roles
- Leadership skills and traits
- Software for collaborating
- Presentation tools and techniques
- Networking opportunities and skills

Academic Work
- Navigating assessment strategies (including marking criteria)
- Library resources and databases
- Referencing conventions and tools
- Ethical research and project production

Study Skills and Techniques
- Effective time management
- Goal setting and motivation
- Work break down structures
- File organisation and structure
- Study tricks and tips

Reading lists and other learning materials

Cottrell, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument* Palgrave Macmillan, Lichfield
Moran, A.P.(2000) *Managing Your Own Learning at University: A Practical Guide.* UCD Press, Dublin.

Currie, D. (2005) *Developing and Applying Study Skills: Writing Assignments, Dissertations and Management Reports*. CIPD, London

Bolles, R.N. (2013) *What color is your parachute?:A practical manual for job-hunters and career-changers*, Ten Speed, Berkeley

Evans, D. (2012) *Social media marketing: an hour a day.* Wiley Publishing, Indiana.

Harvey, N. (2010) *Effective communication*. Gill & Macmillan, Dublin

Poynter, R. (2010) *The handbook of online and social media research: the new rules and tools for market research.* Esomar Publications.

Salpeter, M. (2011) *Social networking for career success : using online tools to create a personal brand*. Learning Express. New York

http://www.learning-theories.com/
http://gradireland.com/
http://www.peterhoney.com/
http://www.psychometric-success.com/
http://www.businessballs.com/howardgardnermultipleintelligences.htm

Module Learning Environment

The key to success in this module is the creation of a dynamic and engaging learning environment where the learners are empowered and motivated towards personal and professional development. This is achieved through seamless integration of assessment and teaching strategies. This module is delivered using seminars with learners sitting in groups rather than in the traditional classroom setting. Smaller groups are allocated to labs for the computer-based aspects of the module. As this module's objective is to facilitate the smooth transition of learners to college a very collegiate and collaborative environment is essential in order to achieve this goal.

Module Teaching and Learning Strategy

This module underpins the learners' effectiveness at integrating and performing throughout their degree programme, specifically in Year one. This is achieved through interactive, group and peer driven activities, in a fun and engaging learning environment. The learner is learning through doing. The tools and activities are informed by the outcomes of the other modules in the Year. So, for example, learners are engaged in learning how to utilise library resources by using an assignment topic from one of their other modules. Equally, they are using collaborative and group tools and techniques to develop group work which they can use in other modules.
Although much of the teaching and learning strategy is based on interactive methods, there is also a series of seminars delivered by experts in particular areas. These seminars serve to contextualize a lot of the skills and competences they are developing. The concept driving the pedagogy for this module is one of learner empowerment and transformation. Intensive induction is also provided as part of this module.

Module Assessment Strategy

This module is summatively assessed via an ePortfolio which the learner develops throughout the semester. The ePortfolio serves as a reflective diary for the learners to chronical their learning journey in the first semester at college.

All learners are allocated a personal mentor and regular mentor meetings are held where formative feedback is given on learners' work in progress. The learners can also bring other issues to these meetings where formative assessment and advice is provided.

Module 2:   Quantitative Analysis for Business

Stage	1
Semester	1
Module Title	Quantitative Analysis for Business
Module Number	2
Module Status	Mandatory
Module ECTS Credits	10
Module NFQ level	6
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				154			200
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		25		129	200

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	30			70	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Discuss alternative strategies used to gather sample data
2. Analyse data using measures of location and dispersion.
3. Draw inferences from sample data regarding the relevant population.
4. Apply mathematical techniques to problem solving
5. Calculate and interpret the nature of correlation between variables
6. Apply appropriate mathematical tools to financial data including discounting and investment appraisal
7. Explain probability and be able to use a range of techniques to calculate probabilities

Module Objectives

The main objective is to ensure that learners appreciate the importance of mathematics and statistics for successful decision making in a range of business disciplines (e.g. finance, economics, marketing etc.). They learn how to apply these mathematical skills to manipulate and interpret numerical data. They are required to use a statistical package to support them in their application of mathematics and statistics in their analysis of business data.

Module Curriculum

Collection and presentation of data
- Data types and sampling methods
- Tables, diagrams and graphs
- Frequency distributions

Analysis of Data
- Measures of central tendency
- Measures of dispersion
- The Normal distribution
- Confidence intervals for population mean and proportion
- Sample error and sample size
- Hypothesis testing: Z-tests, and X^2- tests

Modelling Business/Economic Problems
- Linear equations
- Solving simultaneous equations
- Quadratic and cubic equations
- Differential calculus
- Supply and demand curves
- Cost, revenue and profit functions
- Elasticity of demand

Correlation and Regression
- Scatter graphs
- The correlation coefficient
- The coefficient of determination
- The least squares regression equation
- Interpolation and extrapolation
- Spearman's rank correlation coefficient

Financial Mathematics
- Simple and compound interest
- Nominal and effective interest rates
- Depreciation
- Sinking funds
- Discounting cash flows including annuities and perpetuities
- Investment appraisal using net present value and internal rate of return

Probability
- The laws of probability
- Calculating probabilities using Binomial, Poisson and Normal distributions
- Bayes Theorem

Reading list and other learning materials

Curwin,J. and Slater, R. (2008) *Quantitative Methods for Business Decisions* 6th edition. Thomson: London
Reilly, J. *Using Statistics*, (2006) Gill and Macmillan
Class notes and tutorial problems

Module Learning Environment

Teaching is based on a combination of lectures and tutorials. Lectures are delivered to the full cohort of learners. The series of lectures cover/explain all of the material included in the module curriculum in a structured way. Learners are provided with a set of bound lecture notes covering all the relevant material, also included in the notes are worked examples and problems designed to test the learners understanding. The objective is to create an environment where learners develop a shared sense of engagement and learning.

Tutorials are delivered to smaller groups of learners. The purpose of tutorials is to clarify any issues that may arise from the lectures. A set of tutorial problems is the basis for the series of tutorials. These are designed to develop the learner's competence regarding learning outcomes and also clarify assessment and grading criteria. The objective is to create an environment which is informal, interactive and purposeful. Tutorials are used to introduce learners to EXCEL and demonstrate its capacity regarding mathematical and statistical analysis of data.

Module Teaching and Learning Strategy

Teaching is based on a series of lectures and tutorials. The series of lectures is structured to cover the topics in the module curriculum in sequential order. Learners are given material in advance of lectures and therefore come to lectures with their own desired level of preparedness. Using a constructivist approach the class builds on this and allows learners to develop their understanding at their own pace. Problem solving is the focus of tutorial work. Learners are provided with a set of problems to assist them with their learning. These problems, with solutions, are also provided on Moodle. Tutorials also provide an opportunity for learners to raise any issues that concern them in a relaxed, informal environment.

Learners are made aware of the overlap between this module and many of their other modules. This allows for integration of ideas between disciplines thus creating more engagement in the classroom. The knowledge gained in Microeconomics will integrate with modelling economic problems. Their use of EXCEL overlaps with their IT studies and the material covered for Financial Mathematics will be of benefit to their studies in Accounting and Finance.

Module Assessment Strategy

Assessment is based on a combination of continuous assessment and an end of semester exam. The totality of assessment is designed in such a way so as to cover all the module outcomes. Continuous assessment is based on an individual piece of

coursework where the learner is required to use EXCEL. The coursework accounts for 30% of the overall weighted assessment. The end of semester exam is a two hour paper where the learner is required to select any 4 questions from 6. The exam accounts for 70% of the overall weighted assessment.

Module 3: Microeconomics

Stage	1
Semester	1
Module Title	Microeconomics
Module Number	3
Module Status	Mandatory
Module ECTS Credits	5
Module NFQ level	6
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
34				66			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
24		10		20		46	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Explain the key economic problem of scarcity and choice
2. Assess the forces driving demand and supply and their impact on market conditions.
3. Calculate and interpret various economic parameters such as equilibrium price and quantity, average costs, marginal costs etc.
4. Describe the concept of elasticity
5. Explain topical economic problems and issues confidently.
6. Classify firms into different market structures and show how competitive structures influence the individual firm's behaviour
7. Apply economic analysis to everyday problems in real world situations.

Module Objectives

Economics underpins a great deal of decision-making not only in business but also in our everyday lives and as such is an essential cornerstone of this programme.

Economics is typically divided into two main branches namely microeconomics and macroeconomics. While macroeconomics is concerned with the economy as a whole microeconomics examines the individual parts of the economy and focuses on how individuals and firms make decisions and how these decisions interact.

This module is designed to introduce learners to the fundamentals of microeconomics and expose them to the principal theories and models used by economists. It demonstrates how economics can be used by individuals and businesses alike to assess problems and develop solutions.

Module Curriculum

Introduction to Microeconomics
- What is Economics?
- The Economic Problem: Scarcity and Choice
- The Production Possibility Frontier
- Different Economic Systems

Demand, Supply and Market Equilibrium
- Demand and Consumers
- Supply and Producers
- Shifts in Demand and Supply Curves
- The Determinants of Equilibrium Price and Quantity
- Demand and Supply Applications
- Price Controls and Quotas: Government Actions in Markets

Elasticity
- The Responsiveness of Demand and Supply
- Cross Price Elasticity of Demand
- Effect of Income on Demand
- Relationship between Elasticity, Total Revenue and Price
- Applications of Elasticity

Economics and Decision Making
- Decision Making by Individuals and Firms
- Behaviour Economics and Consumer Choice

Costs and Production
- The Firm's Supply Decision and Cost Behaviour
- Long Run Total, Marginal and Average Costs
- Short Run Costs and Diminishing Marginal Returns
- Returns to Scale

Market Structures
- Perfect Competition
- Monopoly
- Monopolistic Competition
- Oligopoly

- Game Theory

Market Failures and Government Policy
- Market Efficiency and Market Failures
- Government Regulation and Intervention
- Applications of Market Failure Issues

Wages and the Distribution of Income
- Wage Determination
- Transfer Earnings and Economic Rent
- Causes of Inequality

Reading lists and other learning materials

Begg, D., (2013) *Foundations of Economics* 5th Edition. Mc Graw Hill
Case, K., & Fair, R., Oster, S. (2013) *Principles of Economics* 10th Edition Prentice Hall
Conway, E. (2009) *50 economics ideas you really need to know* Quercus
Harford, T. (2007) *The Undercover Economist* Abacus
Krugman, P., Wells, R., & Graddy, K. (2014) *Essentials of Economics.* 3rd Edition Macmillan education
Landsburg S. (2012) *The Armchair Economist* Free Press
Levitt, S., and Dubner S. (2007) *Freakonomics* and (2010) *Superfreakonomics* Penguin
McDowell, M.,Thom, R., Pastine, I., Frank, R., and Bernanke, B. (2012) *Principles of Economics,* 3rd European Edition. McGraw-Hill
Mell A, and Walker O, (2014) *The Rough Guide to Economics* Penguin
O' Hagan, J.and Newman C. (2014) *The Economy of Ireland* 11th edition. Gillmacmillan
O' Leary, J., (2012) *Make that Grade; Economics.* 4th edition. Gillmacmillan.
Sloman, J., (2013) – *Essentials of Economics 6*[th] edition*.* Pearson education
Turley T., Maloney M., O Toole., F.(2011), *Principles of Economics: An Irish Text.* 4th edition. Gillmacmillan

Useful magazines and newspapers include*: The Economist, Business Plus, The Financial Times, The Sunday Business Post.*

Interesting economics blogs include:
Paul Krugman: http://krugman.blogs.nytimes.com/
Greg Mankiw: http://gregmankiw.blogspot.com/
Martin Wolf: http://www.ft.com/comment/columnists/martinwolf
Tim Harford: http://timharford.com/
David Smith: http://www.economicsuk.com/blog/

Useful economics apps include:
Bloomberg Business
CNBC Business News and Finance
ET- Economic Times
Economics - Oxford Dictionary
Study Econ

Module Learning Environment

The learning environment is designed to foster peer relationships that lead to successful learning. Feedback is given to the learners but also received from the learners. Lecture rooms are used for teaching purposes for the delivery of this module. Active involvement in learning is encouraged especially via tutorials and Moodle. Tutorials are structured to facilitate group discussion, share ideas and allow for further reinforcement of the lecture material using worksheets, case studies and video analysis. All lecture material is also available to learners on Moodle where forums, quizzes, etc. are also facilitated.

Module Teaching and Learning Strategy

Economics is a subject that often needs layer upon layer of reinforcement before concepts are fully digested. To facilitate this, the concepts are initially presented to the learners through formal lectures using power point slides. To ensure deep learning and strong foundations of knowledge the lecture topics where possible are linked to current economic events and business scenarios. Learners are encouraged to participate through class debates and discussion. These discussions are generally facilitated in tutorials which enable active learning and further reinforcement of the material using worksheets and case studies. Working in groups, learners are required to present to their peers and through these sessions learners receive formative feedback in a less formal environment. Videos and live links to the web are also used to generate discussion and demonstrate the currency of the material presented. All material is posted on Moodle and forums are also moderated.

Module Assessment Strategy

The assessment strategy is communicated to the learner at the beginning of the semester and includes information on the learning outcomes being assessed, module weightings, grading criteria and submission date. 40% of the module marks are allocated for continuous assessment while the remaining 60% of marks are allocated for the end of term examination.

The assessment is an individual case study which requires the learner to apply key microeconomic principles to business scenarios. On the basis of the analysis the learner is also required to make appropriate recommendations/conclusions.

Module 4:   Business Management

Stage	1
Semester	1
Module Title	Business Management
Module Number	4
Module Status	Mandatory
Module ECTS Credits	10
Module NFQ level	6
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				154			200
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		40		114	200

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Explain the core management functions needed to manage a business
2. Apply a working knowledge of management practices within a business environment context.
3. Discuss the implications of planning in the business environment and its impact on business success.
4. Examine the role of managers within organisations and the main issues involved in staff management.
5. Discuss the importance of ethics as a critical element of practice
6. Evaluate the opportunities for managers in an ever changing and external business environment.
7. Demonstrate the tools and skills required to research the business environment.

Module Objectives

The objectives of this module are to provide learners with a clear understanding of the concepts and management functions of all businesses. To examine the environmental factors that influence management decisions. Furthermore this module enables learners to understand the role of management in managing people. The knowledge gained in this Year 1 module is a foundation on which the modules Organisation Behaviour, Marketing and HRM in Year 2 of the programme will be built upon.

Module Curriculum

The History of Management
- Early management thought
- Classical approaches to management
- Contemporary approaches to management

Management Concepts and functions
- Management levels
- Effective Management
- Management roles
- Management and Leadership

Management and Planning
- The importance of planning
- Types of plans
- The planning process

Management and Organising
- Organisation structure
- Organisation design

Management and Staffing
- Recruitment
- Selection
- Pay and Benefits

Management and Control
- The nature and importance of control
- Setting performance standards
- Effective control

Management and the Business Environment
- The Macro Environment
- The Task Environment
- Competitive Analysis
- Managing the External Environment

Management and Ethics

- What are Ethics?
- Values and ethics
- Business Ethics

Reading lists and other learning materials

Tiernan, S., & Morley, M. (2013). *Modern management: theory and practice for students in Ireland*. 4th edition, Dublin: Gill & Macmillan. (and 2006 edition for additional chapter on ethics)
Robbins, S., De Cenzo, D. & Coulter, M. (2015) *Fundamentals of Management* . Global Edition. Pearson UK

Reading Pack
In addition learners are given a class reading pack which contains recent and relevant journal articles which have been sourced by the lecturer and are deemed most applicable to the module content.

Journals and Papers to refer to for research:
Sunday Business Post
Irish Times
Harvard Business Review
Business Plus

Websites and databases for research:
www.times100.com
Business Source Premier
Emerald Insight
LEXIS NEXIS
Sage Journals Premier

Module Learning Environment

A learner-focussed learning environment is created in the tutorials, lectures and online Moodle sessions. Learners are guided and supported through a structured learning process. Examples and case studies related to current business environment are used in tutorials and lectures.

Moodle is used extensively to support and direct learners beyond the face-to-face encounters and also for interactive activities such as on-line quizzes and discussion forums.

Module Teaching and Learning Strategy

The module is delivered through lectures, case studies, supporting tutorials, videos, online resources and the involvement of guest speakers. Case studies reviewing typical business issues in the areas of retail, marketing, banking, public sector are used to engage learners and keep material current. Guest speakers are invited to discuss topics specific to this syllabus and learners are also required to read extensively on the subject matter and given prescribed reading material prior to lectures.

Module Assessment Strategy

Course work for this module accounts for 40% of the overall marks. As part of formative assessment learners are encouraged to contribute to a management Wiki on Moodle in which learners can individually contribute their own views and use examples of theories and topics discussed throughout the semester. The coursework grade is allocated to one of the following; examination of a case study or written essay. In addition knowledge and understanding of the material is assessed through a 60% end of term examination on module completion. A sample assignment is included in the appendices.

Module 5:   Financial Accounting

Stage	1
Semester	Linear
Module Title	Financial Accounting
Module Number	5
Module Status	Mandatory
Module ECTS Credits	10
Module NFQ level	6
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
92				108			200
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
72		20		30		78	200

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	20			80	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Describe the role and principles of financial accounting and reporting
2. Identify the users of financial reports and discuss their information needs
3. Define the qualitative characteristics of financial information
4. Demonstrate the practice of double-entry bookkeeping through recording transactions and events
5. Select and apply the correct accounting treatments for current and non-current assets and liabilities, revenue, expenses and equity
6. Prepare and present basic financial statements for incorporated and unincorporated entities in accordance with current international standards
7. Prepare and interpret statements of cash flows
8. Analyse and interpret financial statements

Module Objectives

This module introduces learners to basic theoretical and practical accounting concepts, and explains how they apply to business entities. Specifically, the module is designed to ensure learners understand the importance of financial and accounting principles and can relate them to how businesses manage cash and other financial transactions. The module develops the learner's ability to prepare, analyse and report on financial statements for different entities.

Module Curriculum

Context and purpose of financial reporting
- Nature, principles and scope of accounting and its limitations
- The role of financial accounting, management accounting, financial management and auditing
- Characteristics of useful information, problems associated with its production, user groups of this financial information.
- Terminology, concepts and conventions.
- Theory of double entry and underlying assumptions
- The accounting equation
- Types of business entities
- Forms of capital and capital structures

Accounting Records, Procedures and Systems
- Techniques of double-entry bookkeeping
- Books of prime entry
- Ledgers (Personal Ledgers and Nominal Ledgers)
- Control accounts
- Journals
- Recording transactions and events:
  - Capital and Revenue Expenditure.
  - Inventory
  - Tangible non-current Assets and Depreciation.
  - Bad Debts, Bad Debt Provision
  - Bank Reconciliation
  - Suspense account and the correction of errors
  - Reserves and Provisions
  - Accounting for Accruals, Prepayments and Adjustments
  - Trial Balance

Preparing basic Financial Statements
- Statement of Profit or Loss and Other Comprehensive Income
- Statement of Financial Position
- Financial Reporting for Different Entities (incorporated and unincorporated entities)
- Financial statements from incomplete records

Analysis and interpretation of financial statements
- Definition, calculation and interpretation of basic financial ratios
- Significance and limitations of financial ratios

Statement of Cash Flows
- The underlying rationale for cash flow statements
- Preparation of cash flow statements in compliance with International Accounting Standard 7

Reading lists and other learning materials

Primary Reading list
Griffith College Manual (Current edition)
Moodle

Recommended Reading List
Black, G., 2009. *Introduction to Accounting and Finance*. Harlow: Prentice Hall.
Connolly C., 2013. *International Financial Accounting and Reporting.* CAI 2014/2015 Dublin: Chartered Accountants Ireland.
Dyson, J.R., 2011. *Accounting for Non-Accountancy Students*. Harlow: Prentice Hall.
McLaney, E., Atrill, P., 2013. *Accounting: An Introduction*. Harlow: Prentice Hall.
Wood, F., Robinson, T., 2007. *Business Accounting 1 and 2*, Harlow: Pearson.

Usefule websites
www.cpaireland.ie – Institute of Certified Public Accountants in Ireland.
www.iaasa.ie/ - Irish Auditing and Accounting Supervisory Authority.
www.iaasb.org – International Auditing & Assurance Standards Board.
www.ifac.org – The International Federation of Accountants.
www.frc.org.uk/ - The Financial Reporting Council.
www.accountingnet.ie/ - Irish Accounting and Business Portal.
www.iasplus.com - Deloitte Touche Tohmatsu. Summaries of International Financial Reporting Standards (IFRS).

Module Learning Environment

A practical and hands-on teaching and learning environment is fostered through participative lectures and individual and group-work based tutorials. Moodle is used extensively to support learners beyond the face-to-face encounters. Online additional readings, glossaries and discussion forums are key aspects of the module delivery and formative assessment for learners.

Module Teaching and Learning Strategy
Participative lectures and tutorials form the primary teaching methods, providing learners with an understanding of accounting concepts, principles and techniques. PowerPoint presentations and demonstrations are supplemented with a comprehensive reading manual. Learners are given ample examples in order to develop accounting techniques and understanding. An extensive question pack is used for in-class and independent practice with detailed solutions and individual and group feedback

provided. Learners also have access to Moodle, the College's Virtual Learning Environment (VLE).

Module Assessment Strategy

20% of the marks are allocated to course work to allow learners demonstrate an understanding of the terminology and concepts presented in the lectures. Assessment strategies will include the preparation, interpretation and discussion of accounting techniques and accounting statements presented in essay and/ or report format, or could include an in-class test. The coursework could consist of one piece of work, or possibly involve two separate assessments each worth 10% of the overall mark.

The remaining 80% is allocated to an end of semester closed book examination which requires learners to complete four questions from a possible five with often one or two compulsory questions to be completed. The questions contain both theory and practical elements and many of the module learning outcomes may be assessed in the exam.

Module 6:   Information Technology Skills

Stage	1
Semester	2
Module Title	Information Technology Skills
Module Number	6
Module Status	Mandatory
Module ECTS Credits	5
Module NFQ level	6
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
34				**66**			**100**
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
24		10		26		40	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	100%				100%

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Demonstrate essential skills in the application of the key components of information technology
2. Select appropriate IT skills to facilitate their educational and professional development.
3. Describe how IT concepts shape the business environment
4. Demonstrate advanced practical skills in the most common office applications such as MS word, MS Excel, MS PowerPoint and MS Access.

Module Objectives

The objectives of this module are, to outline the role of IT and IS processes so as to enable business learners to understand their importance and to show how they can be effectively utilised to the benefit of an organisation. The module also seeks to enable the learners to develop practical IT skills which are an essential component of the modern business environment. Finally it seeks to develop the learners' understanding of general IT concepts to see how they can be used in the business world

Module Curriculum

Role of IT in business and related Information systems applications
- Relationship between IT and business
- What are Information systems?
- Types of information systems
- Business applications as Information systems
- Information systems security

Internet
- Business email in Practice
- Browsers and search engines
- Successful web browsing and effective search techniques
- Networks

Databases
- Introduction to databases
- How is a database used
- Database objects
- How to design and create a database
- Implementing a database

Business and Office applications

Microsoft Access
- Introduction to setting up a database
- Database objects
- Tables
- Queries
- Forms
- Reports
- Relationships

Microsoft Excel
- Spreadsheet terminology and useful tips
- Spreadsheet formatting including conditional formatting
- Spreadsheet formulae including advanced financial functions
- Lookup functions and Pivot Tables for analysing data
- Spreadsheet tools to aid managerial decision making including what if scenario modelling and Goal seeking tools
- Advanced Spreadsheet charts and other useful objects
- Spreadsheet layout and printing for the efficient manager
- Working with multiple spreadsheets and linking them together

Microsoft PowerPoint
- Uses of PowerPoint
- Designing a presentation
- Building a presentation
- Using the master slide

- Enhancing a presentation with advanced animation
- Running the presentation and advanced options while presenting

  Microsoft Word
- Creating and editing a word document
- Formatting a word document including advanced formatting
- Use of tables in word
- Use of SmartArt tools
- Styles and setting up a table of contents
- Inserting objects in a word document
- Advanced features
- Linking word with other applications

Reading lists and other learning materials

Ralph Stair, George Reynolds (2013) *Fundamentals Course Technology, Inc.; of Information Systems* (2013)
Beth Melton, Mark Dodge, Echo Swinford, Ben Schlorr *Microsoft Office Home and Student* 2013 Step by Step Microsoft Press
ProProfs http:/www.proprofs.com/

Module Learning Environment

The physical environment is a traditional classroom and computer labs however a blended approach is taken to allow learners to apply their skill in a practical manner.

Moodle is used extensively to provide class notes, exercises, activities and real life case studies. Learners are stimulated by other online exercises and quizzes which the learner can continue on outside the module. Learners are encouraged to view and contribute to blogs, wikis and forums which expand their learning outside of class time. The lab time in particular encourages learners to be self-directed, to manage their own learning and to help them find the information they really need.

Module Teaching and Learning Strategy

This module is taught using a combination of demonstration by the lecturer in a classroom setting and team work where learners support each other in completing worksheets and exercises. Formative feedback is provided as the lecturer moves through the room or computer lab. Learners also learn from each other and through group presentations of work on a regular basis. Learning is enhanced through practical applications of the coursework.

Module Assessment Strategy

100% of the marks are allocated to coursework which is designed to ensure that learners understand the principles and concepts as presented in the lectures.

The allocation of marks within the coursework component is as follows:

30% for IT assignment one (Microsoft word and IS)
35% for IT assignment two (Excel)
35% for IT assignment three (Access and PowerPoint combined)

Module 7:   Legal Aspects of Business

Stage	1
Semester	2
Module Title	Legal Aspects of Business
Module Number	7
Module Status	Mandatory
Module ECTS Credits	10
Module NFQ level	6
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				154			200
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		30		124	200

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	50%			50%	100%

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Discuss the importance of law to the operation of business
2. Identify, discuss and apply the sources of law, including where relevant EU law
3. Explain the nature and structure of the B&H legal system
4. Explain the essential aspects of the law of contract and recognise the essential features of the law of negligence
5. Explain the basic concepts of insurance and negotiable instruments
6. Discuss the legal structure of business
7. Describe the duties and responsibilities of the various officers of the business and define the rights and responsibilities of shareholders
8. Apply the core principles of employment law in a practical manner

Module Objectives

This module is an introductory law module for business learners, which provides an overview of the Irish legal system with particular emphasis on aspects of law which impinge on businesses as they operate. The focus is on Irish law but many aspects of European Law is also highlighted and discussed. The primary and central focus of the module is the application of law within business structures after the skills and knowledge have been taught. The focus of this module is to provide learners with a comprehensive overview of the important aspects of law which affect businesses in operation in Ireland, B&H and the European Union.

Module Curriculum

An Introduction to the Irish, B&H Legal System.
- The Sources of Law
- The Court System including the structure of the Irish Court system.
- The jurisdiction of the Irish Courts and the changes under the Courts and Civil Law (Miscellaneous Provisions) Act 2013

Contract Law
- Formation of contract: offer, acceptance, consideration and intention to create legal relations;
- Terms of a contract, exclusions clauses;
- Mistake, misrepresentation, undue influence;
- Void, voidable and illegal contracts: understanding the difference;
- Discharge of a contract: performance, breach, agreement and frustration;
- Remedies for breach of contract

Law of Tort
- The law of negligence, including negligent misstatement
- Obligations under the Occupier's Liability Legislation

Consumer Law
- An overview of the Sales of Goods and Supply of Services Acts 1893-1980;
- Consumer Act 2007 in particular misleading, aggressive and prohibited consumer practices;

Employment Law
- Employee or an independent contractor
- Essential terms in a contract of employment;
- Overview of Employment legislation with focus on:
  - Employment Equality
  - Unfair and Wrongful Dismissal

Business Law
- Introduction to the Law of insurance;
- The Law of Agency including Commercial Agents

Company Law

- Forms of business: partnerships, sole traders, private limited companies, public limited companies;
- Incorporation and its consequences;
- Corporate Governance: corporate structure, key company documentation, company meetings, ultra vires doctrine
- Directors' Duties;
- Disqualification and restriction of Directors;
- Insolvency: receivership, liquidations, winding up, examinership

Introduction to EU Law

- Sources of EU law and structures of the EU
- Free movement of workers, goods and services

Reading lists and other learning materials

Primary reading List

Doolan, B., (2011), *Principles of Irish Law 8th edition*. Gill & MacMillan: Dublin

Keenan, A., (2012) *Essentials of Irish Business Law, 6th edition.* Gill and Macmillan; Dublin,

Murphy, E., (2014) *Business and Company Law for Irish Students 2nd Edition*. Gill and Macmillan: Dublin.

Recommended Reading List

Byrne, J., McCutcheon, J.P., (2014) *The Irish Legal System, 6th edition*. Bloomsbury

Carolan, B., (2009) *EU Law for Irish Students 2nd Edition*. Gill & Macmillan: Dublin

McMahon & Binchy (2013) *Law of Torts 4th Edition.* Bloomsbury

Davenport, R. (2012), *Make that Grade: Fundamentals of Irish Law 2nd Edition.* Gill and Macmillan: Dublin

Bolger, Kimber & Bruton (2012) Employment Equality Law. Round Hall

Donovan, D. (2006), *Employment Law*. Round Hall: Dublin

Redmond, M. *Dismissal Law in Ireland* 2nd Edition

Clarke R (Year) *Contract Law in Ireland 7th Edition*. Round Hall

Enright, M. (2007) *Principles of Irish Contract Law*. Clarus Press: Dublin

Farry, M. (2006), *Concise Contract Law*. Blackhall Press: Dublin

McDermott (2014*) Contract Law 2nd Edition*. Bloomsbury

Courtney T. (2012) *The Law of Companies 3rd Edition.* Bloomsbury

Murphy, E. (2011) *Make that Grade: Irish Company Law 4th Edition*. Gill and Macmillan: Dublin

Module Learning Environment

Lecture rooms are used for teaching purposes for the delivery of this module. Active involvement in learning is encouraged especially via tutorials and Moodle. Tutorials are structured to facilitate group discussion especially on case law. All lecture material is also available to learners on Moodle.

Module Teaching and Learning Strategy

Primarily, teaching is conducted through the use of formal lectures with extensive notes supplied to learners which are explained in detail, using practical and contemporary examples during lectures. Learners are encouraged to answer and ask questions to ensure that material is understood. Learners are required to apply the knowledge learned in lectures to practical examples by completing problem questions.

Module Assessment Strategy

Coursework accounts for 50% of the marks. It assesses the learners' achievement of the relevant learning outcomes by asking them to identify the relevant area of law, present detailed research on that area and furthermore to apply that research to a practical scenario. The remaining 50% is examined by way of an exam comprised of both problem and essay type questions. Learners are assisted through the module with the preparation of mock exam questions.

Module 8:   Macroeconomics

Stage	1
Semester	2
Module Title	Macroeconomics
Module Number	8
Module Status	Mandatory
Module ECTS Credits	5
Module NFQ level	6
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
34				**66**			**100**
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
24		10		20		46	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40%			60%	100%

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Explain the objectives of government macroeconomic policy and describe how they can be pursued
2. Define and measure national income and rates of unemployment and inflation.
3. Describe the causes and consequences of inflation and unemployment
4. Explain the role of the European Central Bank and how exchange rates and interest rates are determined
5. Construct the aggregate demand and aggregate supply model of the macro economy and use it to illustrate macroeconomic problems and possible fiscal policy and monetary policy solutions
6. Discuss the importance of international trade

Module Objectives

Economics underpins a great deal of decision-making not only in business but also at government level and as such is an essential cornerstone of this programme.
Economics is typically divided into two main branches namely microeconomics and macroeconomics.   While microeconomics examines the individual parts of the

economy macroeconomics is concerned with the economy as a whole and the role played by government. This module is designed to introduce learners to the macroeconomic environment and the principles underlying macroeconomic policies and government strategies.

Module Curriculum

Introduction to Macroeconomics
- Macroeconomic Objectives and Policies
- The Circular Flow of Income
- Measuring National Income
- Economic Growth and The Business Cycle
- Aggregate Demand and Supply

The Determination of National Income and the Role of Fiscal Policy
- Equilibrium Level of National Income
- Keynesian Theory and the Multiplier
- The Role and Effectiveness of Fiscal Policy
- The Government Budget and the National Debt

Money and Banking
- How Banks Create Money
- Money Multiplier
- Measures of Money and the Money Supply
- The Demand for Money

Monetary Policy
- The Role of the Central Bank and The European Central Bank
- Instruments of Monetary Policy
- Effectiveness of Monetary Policy
- Interest Rate Determination
- Quantitative Easing

Unemployment, Inflation and Growth
- The Labour Market
- Types of Unemployment
- The Cost of Unemployment
- Causes and Consequences of Inflation
- The Link Between Money, Expenditure, Prices and Output
- Demand Side and Supply Side Policies

Balance of Payments and Exchange Rates
- Balance of Payments Account
- Determining Exchange Rates
- Fixed versus Floating Exchange Rates

International Trade
- Gains from Trade

- Comparative Advantage
- Restrictions on Trade
- Trading Blocs

Reading lists and other learning materials
Begg, D., (2013) *Foundations of Economics* 5th Edition. Mc Graw Hill
Case, K., & Fair, R., Oster, S. (2013) *Principles of Economics* 10th Edition Prentice Hall
Conway, E. (2009) *50 economics ideas you really need to know* Quercus
Harford, T. (2007) *The Undercover Economist* Abacus
Krugman, P., Wells, R., & Graddy, K. (2014) *Essentials of Economics.* 3rd Edition Macmillan education
Landsburg S. (2012) *The Armchair Economist* Free Press
Levitt, S., and Dubner S. (2007) *Freakonomics* and (2010) *Superfreakonomics* Penguin
McDowell, M.,Thom, R., Pastine, I., Frank, R., and Bernanke, B. (2012) *Principles of Economics,* 3rd European Edition. McGraw-Hill
Mell A, and Walker O, (2014) *The Rough Guide to Economics* Penguin
O' Hagan, J.and Newman C. (2014) *The Economy of Ireland* 11th edition. Gillmacmillan
O' Leary, J., (2012) *Make that Grade; Economics.* 4th edition. Gillmacmillan.
Sloman, J., (2013) – *Essentials of Economics 6th* edition. Pearson education
Turley T., Maloney M., O Toole., F.(2011), *Principles of Economics: An Irish Text.* 4th edition. Gillmacmillan

Useful magazines and newspapers include*: The Economist, Business Plus, The Financial Times, The Sunday Business Post.*

Interesting economics blogs include:
Paul Krugman: http://krugman.blogs.nytimes.com/
Greg Mankiw: http://gregmankiw.blogspot.com/
Martin Wolf: http://www.ft.com/comment/columnists/martinwolf
Tim Harford: http://timharford.com/
David Smith: http://www.economicsuk.com/blog/

Useful economics apps include:
Bloomberg Business
CNBC Business News and Finance
ET- Economic Times
Economics - Oxford Dictionary
Study Econ

Module Learning Environment
The learning environment is designed to foster peer relationships that lead to successful learning. Feedback is given to the learners but also received from the learners. Lecture rooms are used for teaching purposes for the delivery of this module. Active involvement in learning is encouraged especially via tutorials and Moodle. Tutorials are structured to facilitate group discussion, share ideas and allow for further reinforcement of the lecture material using worksheets, case studies and

video analysis. All lecture material is also available to learners on Moodle where forums, quizzes, etc. are also facilitated.

Module Teaching and Learning Strategy
Economics is a subject that often needs layer upon layer of reinforcement before concepts are fully digested. To facilitate this, the concepts are initially presented to the learners through formal lectures using PowerPoint slides. To ensure deep learning and strong foundations of knowledge the lecture topics where possible are linked to current domestic and international economic events. Learners are encouraged to keep abreast of the latest economic developments and participate through class debates and discussion. These discussions are facilitated in tutorials which enable active learning and further reinforcement of the material using worksheets and case studies. Working in groups, learners are required to present to their peers and through these sessions learners receive formative feedback. Videos, news articles, etc. are also used to generate discussion and demonstrate the relevance of the material presented. All material is posted on Moodle and forums are also moderated.

Module Assessment Strategy
The assessment strategy is communicated to the learner at the beginning of the semester and includes information on the learning outcomes being assessed, module weightings, grading criteria, submission date, etc.

40% of the module marks are allocated for continuous assessment while the remaining 60% of marks are allocated for the end of term examination. The assessment is an individual case study which requires the learner to apply key macroeconomic principles to economic scenarios. On the basis of the analysis the learner is also required to make appropriate recommendations/conclusions.

Module 9:   Operations Management

Stage	2
Semester	1
Module Title	Operations Management
Module Number	9
Module Status	Mandatory
Module ECTS credit	5
Module NFQ level	7

Contact Hours 46				Non-contact Hours 54			Total Effort (Hours) 100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
36		10		20		34	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Explain the role of operations management and discuss the key challenges posed in operations management.
2. Summarise the role of managing quality in an organisation
3. Evaluate a number of frameworks in the design and delivery of products and services.
4. Discuss performance related issues and how they can be measured in an operations environment.
5. Discuss the strategic issues faced by business operations.
6. Assess the operational issues between a customer and supplier within the supply chain and competing supply chains.

Module Objectives

This module examines in detail the subject of operations management. This module introduces learners to some of the basic concepts in operations management. The module deals with problems in the areas of design, layout, flow, demand, supply, quality and performance issues. The research based assignments requires learners to study operational issues by observing and talking to managers to rectify these issues. This provides learners with an opportunity to refine their soft skills, improve verbal

and written communication and put into practice both primary and secondary research skills.

The key aims of this module are to:
- Provide learners with an introduction to key principles, strategies, models and approaches used by organisations in the management of their operations.
- Enable learners to recognise the role of technology & strategy in operations management
- Encourage learners to reflect on the appropriateness and effectiveness of managing operations within their working environments

Module Curriculum

Part I. Introduction to Operations Management
- Operations and Productivity
- Operations Strategy in a Global Environment
- Forecasting

Part II. Designing Operations
- Design of Goods and Services
- Managing Quality
- Capacity and Constraint Management
- Location Strategies
- Layout Strategies

Part III. Managing Operations
- Supply-Chain Management
- Inventory Management
- Material Requirements Planning (MRP) and ERP
- Just-in-Time, TPS, and Lean Operations

Reading lists and other learning materials

Heizer, J., Render, B,. (2013) *Principles of Operations Management*, 9th edition Prentice Hall: New York
Chase, R., Jacobs, R., Aquilano, N. (2006) *Operations Management for competitive advantage* 11th edition. McGraw-Hill: New York
Johnston, R. & Clark, G. (2008): *Service Operations Management*, 3rd edition. Prentice Hall: Essex
Rowbotham, F., Azhashemi, M., Galloway, L. (2006) *Operations Management In Context* 2nd edition. Butterworth Heinemann
Slack, N., Brandon-Jones, A. & Johnston, R. (2013): *Operations Management*, 7th edition. Prentice Hall: Essex
Slack, N., Chambers, S., Johnston, R. & Betts A. (2009) *Operations and Process Management Principles and Practice for strategic impact,* 2nd edition. Prentice Hall: Essex

Module Teaching and Learning Strategy

This module is delivered through lectures and tutorials. Lectures are participative and dynamic with the use of power point presentations, videos, guest lecturers, case study analysis, group discussions and debate. Tutorials allow learners to apply knowledge gained in the lectures, individually or in groups, to resolving related issues using current relevant case study information. Learners are required to undertake extensive reading of assigned material prior to class and this allows them to participate in discussions and group work by expressing opinions and asking questions. Learners also have access to Moodle, Griffith College's Virtual Learning Environment.

Module Assessment Strategy

40% of the marks are allocated to course work. A sample assignment is included in appendices. This requires learners to undertake extensive research and may require them to then present their research in an essay/ report, alternatively case and problem solving, and or presentations. Reports may take the form of group or individual assessment. There are three possible outcomes from a project report as follows:

- To analyse an existing operations process and suggest any improvements that needs to be made. Examples include a study of the quality systems used by Ritz -Carlton, design of a services system for a healthcare provider and an analysis of intermodal movement for a railroad.
- To study operation practices in industry from the point of describing risks, benefits, best practices along with industry examples of each.
- To identify a business opportunity (for example selling household items on line) involving a product and build a business plan with a focus on supply chain issues. The goal is to identify the business opportunity and design the ideal supply chain for it. The project will include implementation details.

The remaining 60% is allocated to an end of semester closed book examination.

Module 10:   Accounting Information for Managers

Stage	2
Semester	1
Module Title	Accounting Information for Managers
Module Number	9
Module Status	Mandatory
Module ECTS Credits	5
Module NFQ level	7
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		12		42	100
Allocation of Marks (Within the Module)							

	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	20%			80%	100%

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Describe and evaluate the role of the management accountant and their contribution to the achievement of changing organisational objectives
2. Identify and explain cost and revenue classifications and cost behaviour patterns
3. Describe, apply and evaluate marginal cost accounting techniques
4. Explain and interpret decision making techniques to evaluate business choices
5. Apply budgeting techniques and evaluate alternative methods of budgeting, planning and control
6. Compute and interpret basic variances

Module Objectives

This module is designed to provide learners with an understanding of how management accounting plays an integral part in business organisations. It highlights the importance of costs and the driver of costs in the production, analysis and use of information for decision making in organisations. It provides competencies on how to

analyse information on costs, volumes and prices to take short-term decisions on products and services.

Module Curriculum

The nature and scope of management accounting
- Organisational objectives and the role of the management accountant
- Operating environment of the management accountant, internal and external
- Ethical issues facing the management accountant
- Cost centres, revenue centres, profit centres, investment centres and the impact of these on management information and appraisal
- Management information requirements
- Strategic, tactical and operational planning

Cost classification, Behaviour and Purpose
- Classification of costs – production, non-production, direct and indirect
- Cost behaviour patterns – fixed, variable, semi-variable, stepped costs
- Techniques for identifying fixed/variable elements in costs

Elements of cost
- Inventory – valuation, pricing methods, inventory control
- Labour – direct and indirect
- Overheads - direct and indirect expenses, overhead cost analysis, overhead apportionment, absorption rates

Marginal Costing
- Concept and importance of contribution
- Inventory valuation,
- Profit determination,

CVP Analysis and Breakeven Analysis
- Breakeven point, margin of safety, breakeven charts
- Target profit / revenue
- Limitations

Budgeting and Variance Analysis
- Purpose of budgeting
- Budget setting process, principal budget factor, functional budgets, cash budgets
- Standard costing – role and procedures for standard setting
- Variance analysis - calculation and interpretation of basic sales and cost variances

Reading lists and other learning materials

Drury, C., 2015. *Management and Cost Accounting.* Andover: Cengage
Drury, C., 2001. *Costing: An Introduction*, London: Thompson
Atkinson, A., 2012. *Management Accounting*. Upper Saddle River: Prentice Hall.
Bragg, S.M., 2007. *Management Accounting Best Practices: A Guide for the Professional Accountant*, Hoboken: John Wiley & Sons.

Chorafas, D.N., 2007. *Strategic Business Planning for Accountants: Methods, Tools and Case Studies*, Amsterdam: CIMA Publishing.

Horngren, C.T. et al., 2015. *Cost Accounting: A Managerial Emphasis*. Harlow: Prentice Hall.

McWatters, C.S., Zimmerman, J.L. & Morse, D., 2008. *Management Accounting: Analysis and Interpretation*, Harlow: Prentice Hall.

Module Learning Environment

The module is delivered by means of formal and participative lectures supported by tutorials, providing learners with an understanding of management accounting principles and techniques. Learners are guided and supported through a structured learning process.

Module Teaching and Learning Strategy

The lectures and tutorials are supplemented by module notes on specific issues that may require closer examination, analysis and research. Learners are given ample examples in order to develop management accounting techniques and understanding. An extensive question pack is used for in-class and independent practice.

Module Assessment Strategy

20% of the marks are allocated to coursework. The assessment may include the interpretation and discussion of management accounting techniques presented in essay and/or report format or could include an in-class test.

The remaining 80% is allocated to an end of semester closed book examination which requires learners to complete four questions from a possible five. The questions contain both theory and practical elements and many of the module learning outcomes may be assessed in the exam.

Module 11:   Organisational Behaviour

Stage	2
Semester	1
Module Title	Organisation Behaviour
Module Number	11
Module Status	Mandatory
Module ECTS Credits	5
Module NFQ level	7
Pre-Requisite Module Titles	Business Management
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		20		34	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	50			50	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Evaluate the organisational factors that contribute to success within the business sector.
2. Illustrate the importance of the individual's contribution to the organisation and factors affecting behaviour and performance.
3. Examine factors which influence group cohesiveness and performance.
4. Discuss and evaluate the main theories of motivation and their application in the current business environment.
5. Assess the importance of good structure for organisational performance
6. Discuss approaches to corporate social responsibilities and ethics in organisations
7. Explain the importance of culture and diversity within the business environment.
8. Recognise the importance of a supportive learning environment in organisations

Module Objectives

This module is designed to provide learners with a clear insight into the behaviours within an organisation which can impact on a company's effectiveness. The importance of having an understanding of organisational behaviour is vital from both the individual and management's perspective. This module focuses on the interrelationship between the individual, the group dynamic and the internal environment within an organization. This module builds upon the material studied in the Business Management module in Year 1.

Module Curriculum

The Organisational Setting
- Nature of Organisational Behaviour
- Approaches to Organisation and Management

Organisational Structure and Design
- The Meaning and Nature of Organisational Structure
- The Design of Organisation Structure
- Division of Work

Organisation Culture and Change
- Organisational Culture
- The Importance of Culture
- The Nature of Organisational Change
- The Management of Organisational Change

Organisational Control and Power
- Managerial and Leadership Styles and Power
- Elements of Organisation Control
- Delegation and Empowerment
- Behavioural Factors in Control Systems

Work Groups and Teams in Organisations
- The Meaning and Importance of Groups and Teams
- Role Relationships
- Group Values and Norms

Work Motivation and Job Satisfaction
- Needs and Expectations at Work
- Theories of Motivation
- The Meaning and Nature of Job Satisfaction

Diversity and Individual Differences
- Managing individuals at work
- Personality
- Diversity Management & Organisations

The Nature of Learning
- Learning and the Individual
- The learning Organisation
- Facilitating Learning

Organisational Strategy & Ethics
- Corporate Social Responsibility
- The importance of ethics

Reading lists and other learning materials

Mullins, L. J. (2011). *Essentials of organisational behaviour*. Harlow [u.a.]: Financial Times Prentice Hall.
Tiernan, S., Morley, M., & Foley, E. (2013). *Modern management: theory and practice for students in Ireland*. Dublin: Gill & Macmillan.
Knights, D., Willmott, H., & Brewis, J. (2012). *Introducing organizational behaviour and management*. United Kingdom: Cengage Learning.

In addition learners are given a class reading pack which contains recent and relevant journal articles which have been sourced by the lecturer and are deemed most applicable to the module content.

Journals and Papers to refer to for research:
Sunday Business Post
Irish Times
Harvard Business Review
Business and Finance
Business Plus

Websites and databases for research:
www.socreonline.org.uk
www.shrm.org
Business Source Premier
Emerald Insight
LEXIS NEXIS
Sage Journals Premier

Module Learning Environment

Lectures and tutorials are held in traditional classroom settings. Emphasis is placed on drawing out learners' views on the models and theories in order to encourage deep engagement with the material. Moodle is used extensively to support and direct learners beyond the face-to-face encounters and in addition for interactive activities such as contributions to an on-line Wiki.

Module Teaching and Learning Strategy

This module is specifically designed to develop the learner's understanding of organisational structures and the success factors within those organisations. The module is delivered through lectures, case studies, supporting tutorials, videos, online resources and guest speakers. Case studies review typical business organisational structures (retail, marketing, banking, public sector), organisation behaviours, management styles and motivational methods. Guest speakers are invited to discuss topics specific to this syllabus and learners are also required to read extensively on the subject matter and are given prescribed reading material prior to lectures.

Module Assessment Strategy

Course work for this module accounts for 50% of the overall marks (a sample assignment is included in appendices). As part of formative assessment learners are encouraged to contribute to an Organisational Behaviour Wiki on Moodle in which learners can individually contribute their own discussion and examples of theories and topics discussed throughout the semester. The coursework is allocated to one of the following; in-class test, or examination of a case study or written essay. In addition knowledge and an ability to apply the theory of the material is assessed through a 50% end of term examination on module completion.

Module 12: Marketing

Stage	2						
Semester	1						
Module Title	Marketing						
Module Number	12						
Module Status	Mandatory						
Module ECTS Credits	10						
Module NFQ level	7						
Pre-Requisite Module Titles	N/A						
Co-Requisite Module Titles	N/A						
Capstone Module?	No						
Contact Hours				**Non-contact Hours**			**Total Effort (hours)**
58				142			200
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
48		10		30		112	200
Allocation of Marks (Within the Module)							
	Continuous Assessment	Project	Practical	Final Examination		Total	
Percentage Contribution		50		50		100	

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Examine the role and scope of marketing in an organisation.
2. Demonstrate knowledge of key marketing realities and challenges facing organisations.
3. Examine the importance of providing customer satisfaction and responding to the marketplace through appropriate marketing strategies.
4. Develop and implement selected marketing strategies using suitable marketing models, frameworks and techniques.
5. Demonstrate knowledge and understanding of the tools and techniques in market research.
6. Identify and execute standard marketing research activities.
7. Express the relevance of market research to decision making.

Module Objectives

This module takes learners through the fundamentals of marketing planning and emphasises the role of research and marketing intelligence in decision making. It aims to combine theory and practice to enable learners to gain a broad perspective on marketing and its role within organisations.

Module Curriculum

Introduction to Marketing
- Definition of Marketing
- Overview of Business Orientations- Transactional vs Relationship Marketing
- Customer Value, Satisfaction and Loyalty

The Marketing Environment
- Elements of the Marketing Environment
- Consumer Behaviour
- Models for Market Analysis (PEST/Porter/BCG)
- Competitor Analysis

Marketing across Business Contexts
- Overview of Services Marketing
- Overview of International Marketing
- Overview of Marketing in Small Firms

Marketing Research
- Information Types and Sources
- The Market Research Process
- Research Design and Execution
- Data Analysis
- Marketing Information Systems

Segmentation, Targeting & Positioning
- Bases of Segmentation
- The Segmentation Process
- Target Marketing
- Positioning Concept

Marketing Planning
- Brand and Product
- Pricing tactics
- Distribution
- Integrated Marketing Communications

Marketing Decision Making
- Building a Marketing Plan
- Resources and Competencies
- Marketing Audit & Evaluation

Reading lists and other learning materials

Blythe, J. (2014) *Principles & Practice of Marketing.* 3rd Ed. SAGE Publications Ltd.
Hollensen, S. (2015) *Marketing Management; A Relationship Approach.* 3rd Ed.
Pearson Education.
McGivern, Y. (2008) *The Practice of Market Research: An Introduction.* 3rd Ed.
Financial Times Management.
Rogan, D. (2011) *Marketing: An Introduction for Students in Ireland.* 4th Ed. Gill &
MacMillan, Dublin.

Module Learning Environment

A practical and hands-on teaching and learning environment is fostered through participative lectures and group-work based tutorials. Moodle is used extensively to support learners beyond the face-to-face encounters. Online quizzes, additional readings, glossaries and discussion forums are key aspects of the module delivery and formative assessment for learners.

Module Teaching and Learning Strategy

In class delivery includes videos, PowerPoint lecture notes and additional reading materials. Learners are expected to be fully engaged, take notes and join in-class discussions. Case studies are used to stimulate debate and guest speakers are invited to discuss different applications of marketing tactics in business.

For tutorials learners are expected to engage in preparatory work, which is linked to their project. The preparatory work forms the basis of in-class activity, with the emphasis on interactive discussions, participative group work and learning by doing in class. This allows for formative assessment as learners receive direct feedback from the lecturer and their peers.

Module Assessment Strategy

The module is assessed through a 50% group project and an end of semester exam. The group research project involves the collection and analysis of market intelligence and the subsequent recommendation of marketing tactics for a real client company. The client company briefs the groups and carries out progress meetings with them, alongside the module lecturer. The client also attends the final presentations of the reports. This project links theory with practice as learners must be active learners and demonstrate decision making skills. A sample assignment is included in the appendices.

Module 13:   Professional Development

Stage	2
Semester	1
Module Title	Professional Development
Module Number	12
Module Status	Mandatory
Module ECTS Credits	5
Module NFQ level	7
Pre-Requisite Module Titles	IT Skills
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
56				44			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36	10	10		20		24	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	100%				100%

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Identify and implement the key elements of professional communication in business.
2. Use effective means to source employment or internship opportunities.
3. Demonstrate key written and presentation skills for employment/internship application.
4. Employ the various communication technologies in their research and preparation for internship / employment applications.
5. Discuss the importance of interview preparation
6. Act professionally in college and workplace situations.

Module Objectives

The purpose of this professional development module is to develop appropriate skills and knowledge required for business professionalism and communication success.

This module enables learners to gain a broad understanding of the numerous and diverse activities that combine to successfully source internships and employment opportunities. Furthermore the module ensures that learners develop the necessary knowledge and understanding of the techniques used to deliver professional business presentations including written, oral and visual.

Module Curriculum

Professionalism (Workplace and College)
- Timekeeping
- Dress code
- Business Etiquette
- Attitude
- Networking

Writing Business Correspondence
- Letters
- emails
- Improving readability in emails and letters

Composing Business Reports
- Understanding and planning business reports
- Writing reports and proposals
- Harvard Reference System (review)

Oral Presentations
- Planning your presentation
- Writing your presentation
- Using visual aid in your presentations
- Knowing your audience (Company or college/university)

Employment Preparation
Writing Employment Communications
- Professional Curriculum Vitae
- Professional Cover Letter
- Developing a Portfolio
- Tailoring your Curriculum Vitae and Cover letter
- Applying on line (what should you know)

Employment Research (internships and employment)
- Targeted job search
- What do you know about your Industry?
- What type of employees do they recruit?
- How can you match your skills to the company skills?
- Sources of job leads

Interview Techniques
- The interview

- Interview etiquette
- Interview question preparation
- Dealing with tough questions
- Closing the interview

Reading lists and other learning materials

Douglas , A. & O'Neill, S. (2014) *Work Experience.* 4th Edition Gill & Macmillan.
Anderson , L.E & Bolt, S. (2008), *Professionalism – Real Skills for Workplace Success* . Prentice Hall
McClave , H. (2004), *Communication For Business,* Gill & Macmillan, 3rd Edition.
Bovée, C. & Thill, J. (2013) *Business Communications Essentials*. 6 Edition Pearson. New International Edition,

Module Learning Environment

A learner-focussed learning environment is created in both the lectures and online moodle sessions. Learners are guided and supported through a structured learning process. Lecturers use role play and videos related to current business environment where professional employment, recruitment and selection practices are vital for success.

Moodle is used extensively to support and direct learners beyond the face-to-face encounters and also for interactive activities such as on-line wikis and discussion forums.

Module Teaching and Learning Strategy

This module is specifically designed to develop the learner's awareness of the requirements of the business world from an employment perspective. The module is delivered through lectures, role play, supporting videos, online resources and case examples of excellent best practice from the field of business are employed. Guest speakers from the world of recruitment and specific business sectors are invited to the College to give learners a real view of employer expectations.

Module Assessment Strategy

Coursework for this module accounts for 100% of the overall marks. 30% of the coursework grade is allocated to a formal Curriculum Vitae and Cover Letter. 30% of the coursework is allocated to a formal business interview; in this case learners are required to choose a real company in which they are applying for a position. 10% of the grade is awarded for a concise review of employers requirements for job applicants (based on the sector the learner wishes to work in upon completion of their degree). Finally the remaining 30% are allocated to a learning portfolio in which the learner is required to reflect on their learning throughout the professional development module.

Module 14:   Business Information Systems

Stage	2
Semester	2
Module Title	Business Information Systems
Module Number	14
Module Status	Mandatory
Module ECTS Credits	5
Module NFQ level	7
Pre-Requisite Module Titles	IT Skills
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		19	0	35	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	30			70	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Apply appropriate features of MS Excel, MS Access and MS Project in order to solve business problems at operational or strategic level
2. Display a critical awareness of best practice in relation to business information systems development projects
3. Differentiate between business information systems used at different levels of the business organisation
4. Assess the strategic significance of business information systems and appreciate best practice in business information systems service management
5. Classify the various options available to a business when acquiring a new business information system

Module Objectives

This module is designed to progress learners IT skills to a level where they are confident in their ability to use advanced tools to aid decision making as needed by

managers. It also seeks to engender an appreciation of the importance of business information systems in the day to day workplace

Module Curriculum

BIS Introduction
- What are BIS
- Role of BIS in the Organisation
- Types and Hierarchy of BIS

BIS Applications
- MS Excel as a BIS – Financial formulae, goal seeking, scenarios, what if analysis, charting, pivot tables and solver
- MS Access as a BIS – Tables, Forms, reports and queries, links to excel
- MS Project as a BIS – Gantt charts, critical paths, managing a BIS project

BIS Strategy
- Data
- Data Analytics
- Big Data

BIS Management
- Planning: Gantt Charts & Critical Tasks and Critical Path
- Work breakdown structures and Network diagrams
- Management: Key PMBOK knowledge management areas
- Methodologies: PRINCE 2 and Role of PMI

BIS Development/Acquisition
- Packaged Software versus Bespoke software
- End User Computing
- Open and closed source software options
- Systems Development Lifecycle (SDLC) - Waterfall, Agile/Scrum methodology
- Role of Cloud computing in BIS

BIS Service Management
- Procurement
- Outsourcing
- Business Continuity Plans & Risk Analysis

BIS Security and Ethics
- Security dimensions
- Security threats – most recent and damaging
- Security Solutions
- Ethical issues and their BIS significance

Reading lists and other learning materials

PMI A Guide to Project management (2013)

Stair, R., Reynolds, G. (2013) *Fundamentals of Information Systems*. Course Technology Inc.
http://proproofs.com

Module Learning Environment

The environment in which the class takes place includes group discussions on real life case studies as well as individual practical IT skills exercises take place in the labs. Moodle is used extensively to provide class notes, exercises, activities and real life case studies. Learners are encouraged to participate in other online exercises and quizzes which the learner can continue on outside the course class time. Learners are also encouraged to view and contribute to blogs, wikis and forums and they are also guided towards related websites so that they become aware of modern trends.

Module Teaching and Learning Strategy

This module is delivered primarily through lectures and supplemented mainly by computer based demonstrations/hands on practice in labs to enable learners to acquire the necessary knowledge and understanding of course material. Directed exercises and assignments are allocated on a regular basis for completion in class and also outside of class. Learners are fully supported via lecturer feedback in completing all tasks. Group work facilitates peer learning and learners are expected to present their ideas to their fellow learners as a means of gaining valuable formative feedback.

Module Assessment Strategy

The allocation of marks within the course work component is as follows:

30% of the marks allocated to a group assignment which demonstrates an understanding of BIS as learned on the course. This is based on the syllabus which reflects the learning outcomes. A sample assignment is included in the appendices.

The remaining 70% is allocated to an end of year closed book examination.

Module 15:   Digital Marketing

Stage	2
Semester	2
Module Title	Digital Marketing
Module Number	15
Module Status	Mandatory
Module ECTS Credits	5
Module NFQ level	7
Pre-Requisite Module Titles	IT Skills
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		20	0	34	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Explain the role and importance of digital marketing in a rapidly changing business landscape
2. Discuss the key elements of a digital marketing strategy
3. Illustrate how the effectiveness of a digital marketing campaign can be measured
4. Demonstrate advanced practical skills in common digital marketing tools such as SEO, SEM, Social media and Blogs

Module Objectives

The primary objective of this module is to examine and explore the role and importance of digital marketing in today's rapidly changing business environment. It also focusses on how digital marketing can be utilised by organisations and how its effectiveness can measured.

Module Curriculum
- Introduction to digital marketing
- Digital Strategy and Planning
- Website marketing tools
- Digital content – website, blogs, email, webinars, videos, podcasts, e-zines, PPC advertising
- Social Media and Social Bookmarking – Facebook, Twitter, Pinterest, Instagram, YouTube and YouTube channels and emerging social medias
- Search Engine Marketing – What it is, how it works and how to make it work!
- Search Engine Optimisation -What it is, how it works and how to make it work!
- Measuring Digital media performance
- Ecommerce, Tcommerce and Mcommerce
- Implementing the digital marketing plan
- Website design /development for digital marketing
- Mastering Google - AdWords Advertising, Analytics & Applications

Reading lists and other learning materials

Blanchard O. (2014) *Social Media ROI: Managing and Measuring Social Media Efforts in Your Organization*
Pulizzi, J. (2013) *Epic Content Marketing*
Marketing on Facebook – Best practice guide (2015) Facebook Marketing Press
Chaffey, D., & Ellis-Chadwick, F. (2012) *Digital Marketing: Strategy, Implementation and Practice,* 5/E, Pearson
Tapp, A., & Whitten, I., & Housden, M. (2014) *Principles of Direct, Database and Digital Marketing*, 5/E, Pearson
Tasner, M. (2015) *Marketing in the Moment: The Digital Marketing Guide to Generating More Sales and Reaching Your Customers First,* 2/E, Pearson

Websites
www.smartinsights.com
www.hubspot.com
www.mashable.com
www.emarketer.com
www.socialmediaexaminer.com
www.brandrepublic.com
www.allfacebook.com
www.insidefacebook.com
www.ipassexam.com
www.wordstream.com
www.seomoz.org/
www.searchengineland.com
www.searchenginewatch.com
www.mattcutts.com

Module Learning Environment

This module is delivered primarily through lectures in the classroom but also through practical lab sessions. Moodle is used extensively to provide class notes, exercises and activities. Learners are encouraged to view and contribute to blogs, wikis and forums.

Module Teaching and Learning Strategy

This module is delivered through lectures complemented with tutorial and lab sessions. During tutorials and lab sessions the learners are exposed to various eMarketing campaigns and time is given for extensive debate and evaluation of the merits of each campaign. Computer based demonstrations in labs enables learners to apply the knowledge gained in lectures. Directed exercises and assignments are allocated on a regular basis for completion in the labs and also outside of class.

Module Assessment Strategy

40% of the marks have been allocated to coursework which is designed to ensure that learners understand and can apply the principles and concepts presented in the lectures. A sample assignment is included in the appendices. 60% of the marks are allocated to an end of term exam.

Module 16:   Enterprise and Innovation

Stage	2		
Semester	2		
Module Title	Enterprise and Innovation		
Module Number	16		
Module Status	Mandatory		
Module ECTS credit	10		
Module NFQ level (only if applicable)	7		
Pre-requisite Module Titles	Business Management, Marketing		
Co-requisite Module Titles	N/A		
Is this a capstone module? (Yes or No)	No		

Contact Hours 58				Non-contact Hours 142			Total Effort (Hours)
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
48		10		42		100	200

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage contribution		100			100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Evaluate the viability of a new product/service/business idea
2. Distinguish and evaluate key competitive advantage(s)
3. Investigate market opportunities both nationally and internationally
4. Experiment with methods of bringing the product/service/business idea to market

Module Objectives

Learning about enterprise and innovation focuses mainly on how the learner learns rather than what they learn. The objective is to develop in each learner a set of generic transferable enterprise skills that enable the learner to succeed in the changing business environment that they will be entering. The focus of this module is on action by doing. The aim is to give support to the development of learners' entrepreneurial behaviour and encourage the creation and generation of business opportunities.

It provides learners with knowledge and a practical understanding of the key tasks required to: create ideas, seek solutions to problems, establish, manage and grow a

new or existing venture in a challenging international business and present and defend their ideas. A key element is to encourage learners to be aware that the module is designed to support learners who wish to start an entrepreneurial venture, those who wish to work in small and medium firms including the family business and to those learners who will be employees – to be aware that all businesses want their staff to add value to the organisation.

Module Curriculum

Introduction
- What are the concepts of enterprise and innovation?
- How does it impact on business/society?
- Why is it important?
- Can entrepreneurial behaviour be learned?

Skills for enterprise and innovation
- Networking
- Team building
- Thinking outside the box
- Creation and protection of ideas

Identification of opportunities
- Working from ideas to opportunities
- Recognising and exploring business opportunities
- Opportunity mapping

From Opportunity to action
- Assessing, evaluating and selecting the best opportunities
- Defining opportunities
- Types of opportunity
- Current and future opportunities

Planning to realise an opportunity
- Why plan, how to plan and what to plan
- What should the plan include?
- Business model and process planning
- Financial, investment and market planning
- Presenting the plan

Acting on opportunities
- Apply and learn from critical success factors and causes of failure in early stage ventures
- Develop, implement and review strategies for the new venture
- Analyse and reflect on entrepreneurial management capabilities and practical theories of 'what works', both personally and in relation to venture management

Ownership and reflection

- Assess the emerging issues in entrepreneurship and the implications for the learner, in personal, career and academic dimensions
- Review the learners career goals and develop an entrepreneurial career plan
- Develop the learners skills in entrepreneurial and career networking

Reading lists and other learning materials

Recommended Reading
Downes, l., Nunes P. (2014) *Big Bang Disruption: Strategy in the Age of Devastating Innovation:* Penguin
Duhigg C (2012) *The Power of Habit: Why We Do What We Do in Life and Business*: Random Publishing
Kahneman, D (2011) *Thinking, Fast and Slow*: Farrar, Straus and Giroux Mac Leod H. (2009) *Ignore Everybody: and 39 Other Keys to Creativity*:Penguin Publishing Group
Ries, E. (2011) *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses:*
Crown Business Rae, D. (2007) *Entrepreneurship: from opportunity to action*: Palgrave MacMillan Weinzimmer, L.G., McConoughey, J. (2012)*The Wisdom of Failure: How to Learn the Tough Leadership Lessons Without Paying the Price*: Jossey-Bass

Secondary Reading
Amoruso, S. (2014) *Girlboss*: Penguin
Bower, J.L., (ed), Gilbert, C.G. (ed) (2007) *From Resource Allocation to Strategy:* Oxford University Press
Fried, J., Hanson, D.H., (2010) *Rework:*
Vermilion Gladwell, M. (2011) *Outliers; The Story of Success*: Little Brown & Company Hoffman, R., Casnocha, B. (2012) *The Start-up of You: Adapt to the Future, Invest in Yourself, and Transform Your Career;* Crown Publishing
Jones, E., (2008) *Spare Room Start Up, How to Start a Business from Home*; Harriman House Limited Osterwalder, A., Pigneur, Y. (2010) *Business Model Generation: A Handbook for Visionaries,* Game Changers, and Challengers; Wiley

Useful online resources:
www.entrepreneur.com/magazine/index.html
www.enterprise.gov.ie/
www.djei.ie/index.htm
www.citizensinformation.ie
www.registeracompany.ie
www.enterprise-ireland.com
www.localenterprise.ie
www.startups.ie
www.allaboutbusiness.ie
http://www.gemconsortium.org

Module Learning Environment

Learners participate better when they are engaged – both in the course content and class discussion. The learning environment for this module is focused on encouraging learners to be enterprising, such as the ability to tackle problems, take initiatives, persevere, be flexible and work in teams. It also means taking part in small scale enterprise and community projects designed to develop these skills. These projects recreate three main components of a business enterprise; the essence of an owner manager business, the use of self-review, and the discovery of a learning environment that is action and discovery based. Rather than fixed seating, moveable tables and chairs are used where the lecturer can move between groups and encourage and direct the efforts. Moodle is used to support the learning with notes, suggested articles for reading and the online forum.

Module Teaching and Learning Strategy

The teaching strategy for this module is a new experience for the learner as it is not delivered in a traditional class method, but uses an action and experiential learning model to stimulate the learner's entrepreneurial thinking process.

The learners work in groups to look at different 'live' aspects of enterprise and innovation for example, solving problems, creating new ideas and developing new marketing perspectives. The results of their work are presented to the class. This equips the learners to engage in best practice for entrepreneurial activity, either personally or in an established business context.

This is supported with guest speakers from the SME sector, government support agencies, financial institutions and professional organisations.

Module Assessment Strategy

This module is assessed by measuring the generic transferable enterprise skills that the learner acquires. Each member is assessed by their teams participation in tasks that are set for them, how the team teams evaluates the viability of a new product, how the team identifies and distinguishes competitive advantage, approach and solve problems for example new market opportunities, how creative the team is, how the team prepares, presents and defends their viewpoints. The module is assessed entirely through coursework.

Module 17:   Human Resource Management

Stage	2		
Semester	2		
Module Title	Human Resource Management		
Module Number	17		
Module Status	Mandatory		
Module ECTS credit	10		
Module NFQ level	7		
Pre-requisite Module Titles	Legal Aspects of Business		
Co-requisite Module Titles	N/A		
Is this a capstone module?	No		
Contact Hours 58		**Non-contact Hours** 142	**Total Effort (Hours)** 200

Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
48		10		42		100	200

Allocation of Marks (Within the Module)					
	Continuous Assessment	**Project**	**Practical**	**Final Examination**	**Total**
Percentage contribution	50			50	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Discuss how human resource management has changed and evolved.
2. Evaluate and apply the policies, practices and procedures that an employer/manager needs to be familiar with.
3. Discuss the key skills of HRM including recruitment and selection of staff, training and development of staff, performance management and reward management.
4. Analyse current best practice in the HR function

Module Objectives

This module aims to introduce learners to the main areas that an employer should or in most cases, are legally obliged to attend to with regard to the employment and management of people. It examines processes, practices, and procedures associated with HRM management and administration. This module draws upon the foundations of the employment legislation material covered in Legal Aspects of Business in Year 1 of the programme.

Module Curriculum

Introduction
- Introduction to managing people
- Personnel v's HRM
- The hard and soft approaches to managing people
- The changing working environment

Recruitment and selection of staff
- Job analysis and design
- Person specification
- Marketing
- Review of applications
- Interview
- Selection
- Induction

Employee/employer communication and engagement
- Contracts of employment
- The psychological contract
- Employee participation

Performance management and reward
- Methods of performance management
- The link with reward
- Negotiation Skills
- Issues with performance management
- The international environment

Policies and procedures
- The benefit of policies and procedures
- Types of policies and procedures, eg, absence management policies,
- Disciplinary procedures
- Grievance procedures
- Health and Safety

Employment law
- The impact of EU legislation
- The changing legal framework of the workplace
- Increased regulation and the impact of HR policies and practices

International HRM
- Recruitment and selection
- Diversity management
- Mergers and acquisitions

Training and development of staff
- Methods
- Benefits
- Weaknesses

Strategic HRM
- Developing a HR plan
- Planning for the future in an international business environment
- work life balance

Reading lists and other learning materials

Faulkner, M. (2013), *Essentials of Irish Labour Law*, 2nd Ed. Ed.: Gill & MacMillan Dublin
Gunnigle P., Heraty N., Morley M.J., (2012), *Human Resource Management in Ireland,* 4th Edition: Gill & MacMillan
Harney, B., Monks, K. (eds) (2014) *Strategic HRM: Research and Practice in Ireland*: Orpen Press.
Reidy, L. (2011), *Make that grade: Human Resource Management*, 3rd Ed., Gillmacmillan Dublin
Roach, B., Teague, P., Coughlin, A., Fahey, M. (2013) *Recession at Work: HRM in the Irish Crisis:* Routledge Sheridan, P. (2007)
Human Resource Management A Guide for Employers. Oak Tree Press: Cork
Torrington D., Hall L.,Taylor S., (2008), *Human Resource Management* 7th edition

Learners are also directed to relevant journals, publications, case studies, websites and other sources of information as required.
On line resources include
www.cipd.co.uk
www.enterprise.gov.ie
www.citizensinformation.ie/

Secondary Reading
Armstrong, M. (2009) *Handbook of Human Resource Management Practice*, 11th edition: Kogan Page.
Boxall P., Purcell J. (2011), *Strategy and Human Resource Management*, Third Edition: Palgrave & Macmillan
Eardly J., (2008) *Bullying and stress in the workplace*, First Law, Dublin Kinsella J., (2008) *Health, Safety and Welfare Law in Ireland,* Gill & McMillan, Dublin

Module Learning Environment

A traditional classroom is used for teaching purposes for the delivery of Human Resource Management. The learning environment is designed to foster a shared sense of ownership and responsibility for the learning and development. At the beginning of the semester the participants are issued with a detailed module curriculum which includes the module learning outcomes, a class schedule, bound lecture notes and supporting case studies and articles, the necessary reading material and the assignment briefing document and marking criteria.

Participants also have access to Moodle, the College's Virtual Learning Environment (VLE). In addition the learners participate in practical sessions using case studies and will develop blogs. Relevant case studies are used to bring the material to life.

Module Teaching and Learning Strategy

The module is mainly delivered through lectures and supporting tutorials. Lectures impart the central concepts relating to Human Resource Management, while the tutorials facilitate smaller groups and allow for discussion of certain topics and more in-depth coverage of the material. In many cases learners are given prescribed reading and are required to present case studies in group format to support and demonstrate learning from specific areas on a participative level.

Industry-based examples are explored relevant to each weekly topic to demonstrate the influence Human Resource Management has when integrated into the overall business strategy to deliver specific objectives. Learners critique and discuss related topics on a weekly basis for example;

- recruitment and selection of staff
- diversity management
- health and safety
- discrimination
- performance management and motivation
- planning for the future in a changing business environment

Module Assessment Strategy

Assessment of the module is broken into two parts with 50% of the marks allocated to coursework and the remainder allocated to an end of semester exam. Some of this module's learning outcomes are assessed through coursework using practical scenarios that should engage learners in real life situations, for example case studies or developing relevant HR policies and procedures. An end of term exam takes place upon completion of the module.

Module 18:   Strategic Management 1

Stage	3
Semester	1
Module Title	Strategic Management 1
Module Number	18
Module Status	Mandatory
Module ECTS Credits	10
Module NFQ level	8
Pre-Requisite Module Titles	Business Management
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
58				142			200
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
48		10		15		127	200

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Critically appraise the relevance of strategic management concepts, theories and empirical research to organisational case studies.
2. Analyse the main structural features of an industry and develop strategies that position the firm most favourably in relation to competition.
3. Appraise the resources and capabilities of the firm in terms of their ability to confer sustainable competitive advantage and formulate strategies that leverage a firm's core competencies.
4. Formulate strategies for exploiting international business opportunities including foreign entry strategies and international location of production.
5. Evaluate the potential obstacles to strategy implementation in an organisation and develop methods to overcome such obstacles.
6. Examine the overall scope and direction of a corporation and the way in which headquarters manage various business operations to achieve particular goals.

Module Objectives

This module introduces the key concepts and frameworks of strategic management. It is concerned with the key managerial decisions that affect the long-term performance of the organisation. The principles of environmental analysis, strategy formulation, strategy implementation and evaluation of strategic choices are examined.

This module is interdisciplinary and learners build upon existing knowledge of environments that include the organisation itself, industry and the wider macro environments. In addition, existing knowledge gained from studying key functional areas including finance, marketing, human resources and operations is drawn together and built upon.

The module is designed to develop the learner's skills in diagnosing the strategic health of organisations and providing strategic recommendations to senior management.

Module Curriculum

Introducing the Concepts
- Strategy and Strategic Management
- The Strategic Management Process
- Who is involved in Strategic Management

The Context of Managing Strategically
- Different perspectives of competitive advantage
- Environmental uncertainty and the driving forces
- Managing strategically in today's context

Assessing Opportunities and Threats: Doing an External Analysis
- Industry and competitive environments
- Strategic Group Analysis
- General environment that indirectly affects the organisation
- Information assembly and evaluation

Assessing Strengths and Weaknesses: Doing an Internal Analysis
- Internal audit of Resources, capabilities and competencies
- Tools for internal analysis
- Determining an organisations strengths and weaknesses

Functional and Competitive Strategies
- What functional strategies does an organisation need?
- Understanding the competitive environment
- The role of resources, and distinctive capabilities in gaining competitive advantage
- Competitive strategies

Corporate Strategies
- Relating corporate strategy to other organisational strategies
- Directional corporate strategy (Growth, stability and retrenchment strategies)
- Corporate Parenting and Portfolio analysis

International Strategies
- Issues that arise as organisations go international
- International strategic alternatives (Multi-country V Global Approach)

Reading lists and other learning materials

Coulter, M., (2013) *Strategic Management in Action, 6/E*, Prentice Hall

Hunger, D., & Wheelen, T., (2014) *Essentials of Strategic Management: Pearson New International Edition*, 5/E, Pearson

Johnson, G., Whittington, R., Scholes, K., Regner, P., Angwin, D. (2015) *Fundamentals of Strategy, 3/E*, Pearson Higher Education

Lynch R. (2012) *Strategic Management* 6th Edition, Financial Times/Prentice Hall, Harlow

Parnell, J. (2014) *Strategic Management: Theory and Practice*, 4/E, Sage Publications

Module Learning Environment

This module is delivered by means of formal and participative style lectures as well as small group tutorials. The college intranet (Moodle) provides supporting material and facilitates assessment submissions. Guest lecturers, both academic and industry are invited to share their knowledge and experiences with the learners.

Tutorials provide opportunities for a broader discussion of the material covered in lectures. Case studies are used to highlight the issues and case discussion is facilitated by the tutor. Quizzes are provided to check learning for both learner and lecturer.

Module Teaching and Learning Strategy

Lectures are delivered in a way that is informative, interesting and engaging. The material is well organised and supported with the use of short real case videos to encourage learners to apply concepts and frameworks to well-known organisations.

Individual, paired and grouped activities are led using dynamic and engaging methods. Some of the approaches used may include the following:

Silent Reflection
Learners are given a few minutes to think about a problem or issue and asked to write down the most important, or positive, etc. aspects of an issue. They are then invited to share their thoughts with their neighbour before moving into a discussion phase.

Buzz Groups

In pairs, threes, fours or fives, small timed tasks are given to learners to encourage them to speak with one another. Their outcomes are then shared with the whole group on a flip chart facilitated by the lecturer.

The One Minute Paper
Periodically the lecturer invites the learners to take one minute to write down the most interesting and the most confusing point that has been discussed in the lecture. This technique provides quick feedback of the learner's perception and understanding of the material being covered at that stage.

Module Assessment Strategy

Assessment tasks have been designed to support learning and set to help learners achieve the learning outcomes. The selection of appropriate assessments aims to match module and program objectives necessary for accreditation requirements.

Formative assessment (not graded) is used to help identify areas that may need improvement. These assessments help understand learners progress and to determine teaching effectiveness. For example, clickers are used to survey learner's understanding of topics covered in lectures.

Summative assessments (graded) are used to evaluate learner learning, skill acquisition, and academic achievement resulting from participation on the module.

Two summative assessments are used as follows:
- End of semester final examination 60% and
- Individual case study analysis for completion by learners during the semester 40%.

Final Exam
A truly summative assessment to assess what has been learned and how well it was learned. The exam is graded and grades indicate whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

Case Study Report
Use of the case study analysis encourages learners to carry out independent research. Research guidance is provided along with guidance relating to report style, structure, marking criteria, etc., in the assessment brief contained within the learner's handbook distributed at the beginning of semester and available through Moodle. Results and feedback are provided prior to end of semester, which confers learners' performance and progress.

Module 19:   Financial Management

Stage	3
Semester	1
Module Title	Financial Management
Module Number	19
Module Status	Mandatory
Module ECTS Credits	10
Module NFQ level	8
Pre-Requisite Module Titles	No
Co-Requisite Module Titles	No
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
58				142			200
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
48		10		20		122	200

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	20			80	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Describe the financial environment within which organisations must operate
2. Critically evaluate the financial objectives of various types of organisations and the respective requirements of stakeholders
3. Discuss the function of capital markets
4. Explain alternative sources of finance and investment opportunities and their suitability in particular circumstances
5. Assess the factors affecting investment decisions and opportunities presented to an organisation
6. Select and apply techniques in managing working capital
7. Analyse a company's performance and make appropriate recommendations.

Module Objectives

This module introduces Financial Management and its application in practice. The module focuses on the critical elements of financial decision-making for organisations, including investment decisions, sources of finance, management of working capital and performance appraisal.

The objectives are to:

- Provide the learner with an in-depth understanding of the link between company decision-making and the operation of capital markets
- Ensure the learner understands and appreciates the strong linkages between finance and globalisation
- Demonstrate the importance of working capital management and the tools to manage it
- Help the learner to explore the financial environment in which firms and managers must operate.

Module Curriculum

Objectives of Financial Management
- The relationship between Financial Management and Financial and Management Accounting
- Identify and describe the financial objectives of organisations
- Identify the various stakeholders and their objectives
- Examine Agency Theory and the ways to achieve shareholder objectives
- Financial objectives in Not-For-Profit organisations

Investment Appraisal
- An appreciation of the various evaluation techniques:
  - Payback Period
  - Accounting Rate of Return
  - Net Present Value
  - Internal Rate of Return
- Understanding Discounted Cash Flow
- Identifying relevant Cash Flows
- Impact of taxation

Management of Working Capital
- Understanding the Working Capital Cycle
- Funding of Working Capital
- Problems of Overtrading
- Cash Management, including Cash Budgets
- Sources of short-term finance
- Management of Receivables – credit evaluation, setting credit policy, offering discounts, systems and techniques to control receivables, factoring, invoice discounting
- Management of Payables – important source of finance, impact of discounts offered
- Management of Inventories – use of various models e.g. Economic Order Quantity (EOQ) and Just-in-Time (JIT). Evaluate impact of discounts offered for bulk-buying.

Sources of Finance
- Understanding the impact of Share Capital and Loan Capital on the organisation
- Identifying various providers of finance
- Appreciating the features of the various instruments and their suitability to the organisation
- Leasing − operating and finance leases; sale and leaseback; lease or buy decisions
- Bank Finance
- Venture Capital/Business Angels
- Government sources of finance

Performance Appraisal
- Analysis of the performance of an organisation
- Understand the key ratios (profitability, liquidity, efficiency, gearing and investor) which are used in the evaluation of a company's performance
- Interpret the results and make recommendations for improvement

Reading lists and other learning materials

Van Horne, J., Wachowicz, J.M. (2008) *Fundamentals of Financial Management 13th edition.* Financial Times/ Prentice Hall
Watson, D., Head, A. (2006) *Corporate Finance: Principles and Practice 4th edition.* Financial Times/ Prentice Hall
Financial press and financial pages of daily papers: Irish Times, Irish Independent, Financial Times, Sunday Times, Sunday Business Post

Useful websites:
www.ft.com - Financial Times
www.wsj.com - The Wall Street Journal Online
www.investmentinternational.com - Investment International

Module Learning Environment

The module is taught in a traditional classroom setting for lectures and tutorials. At commencement of the module learners are provided with a detailed manual and a learner handbook, incorporating the module descriptor, learning outcomes and assignment briefs.

Module Teaching and Learning Strategy

The module is delivered by means of formal and participative lectures supported by the use of case studies, reflecting the importance of finance in practical situations. Tutorials are also used to discuss financial management topics in greater depth and past examination papers with suggested solutions are introduced. Learners are expected to undertake significant reading and preparation before classes.

Module Assessment Strategy

A detailed assignment accounting for 20% of total marks is set mid-way through the semester. Learners are provided with a detailed case study and required to perform analyses covering a number of financial aspects. Learners are also required to submit a detailed report, summarising their findings together with other broader factors which should be considered.

Expectations regarding the assignment are provided in the assignment brief contained in the module handbook and are also discussed in class. Results and feedback are provided to learners prior to the end of semester. The final exam accounts for 80% of total marks and assesses what has been learned and how well it has been learned.

Module 20:   Business Plan

Stage	3
Semester	1 and 2
Module Title	Business Plan
Module Number	20
Module Status	Mandatory
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Variety of modules in management, marketing, research and finance.
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
35				165			200
Lecture	Supervisor Meetings	Tutorial	Seminar	Assignment	Placement	Independent Work	
20	5	10				165	200

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40	60			100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Analyse market opportunities in a particular business sector.
2. Construct a business plan proposal for the selected business opportunity
3. Develop a detailed business plan for identified opportunity.
4. Complete a detailed financial analysis for the business opportunity.
5. Conduct extensive primary and secondary research.
6. Defend a comprehensive and credible business plan.
7. Communicate both written & orally your business opportunity.

Module Objectives
In this module learners are introduced to all the key elements involved in starting-up a business in Ireland. These include; Industry Analysis, Marketing & Marketing Communications, People & Operations, Competitor Analysis and Financial Analysis. The module is designed to allow the learners to synthesize and apply the above to a viable business plan.

Module Curriculum

This module builds on the previous two years of modules studied and as such does not deliver "new" material but requires learners to practically apply their business knowledge.

The various templates are the basis for most of the lectures. In addition some of the lectures include short reviews for various modules completed in previous years, such as;

- Project Planning & Time Management
- Market Research Methods
- Marketing Communications
- Market Segmentation, Targeting & Positioning
- Cash Flow analysis.

The business plan proposal template is reviewed with the intent that the learners start to develop a viable business plan proposal for their business. The business plan template is reviewed, section by sections throughout the 2 semesters. This template contains the required elements for the business plan. The financial model is reviewed, worksheet by worksheet, in order for the learners to understand all of the financials required for the business plan. Tutorials are included throughout the semesters in order to support the learners with the work they have to do for that period.

Reading list and other learning materials

Learners are issued with a specially prepared Business Plan Handbook. Since a business plan involves many of the modules covered in the degree programme learners are encouraged to revisit their notes and textbooks from those relevant subjects. A full template for the Business Plan Proposal, the Time Management Journals and the full Business Plan is supplied as well as a Financial excel model. All relevant course materials is uploaded to Moodle, the College's virtual learning network. In addition to the above short Module reviews are available on Moodle for; Market Research Methods, Marketing Communications, Market Segmentation, Targeting & Positioning & Cash Flow analysis. The learners have access, via Moodle, to numerous databases such as Mintel for industry reports. Also available on Moodle are blogs covering current and up-to-date information on a great many businesses. These blogs are updated on a routine basis throughout the Semesters.

Reading list
Barrow, C. (2012) *How To Launch And Grow A Profitable Business; Turning Your* Ideas And Skills Into Commercial Success. Thompson Learning
Barrow, C., Burke, G., Molian, D., Brown, R. (2005) *Enterprise Development; The Challenges of Starting, Growing, and Selling a Business*. Thompson Learning
Egerton, T.C. (2006) *How to Open and Run a Successful Restaurant*. Wiley
O'Kane, B. (2010) *Starting a business in Ireland: a comprehensive guide and directory*. Oak Tree Press
The Irish Times and/or The Independent newspapers or online versions
Mintel Reports

Bord Bia
Failte Ireland
Business Source Premier
Other appropriate industry sources

Module Learning Environment

This module is delivered by means of formal lectures and tutorials designed to encourage learners to understand all the elements of a business plan. Learners are invited to participate in lectures using questions and answers, to facilitate learning as well as material coverage. Learners are given instruction on how the module is organised and encouraged to take notes ideally in the various templates. Online articles and online links to a vast variety of businesses are used during the lectures and tutorials.

Moodle provides extensive module supporting material and is used for submitting all the draft work, coursework and the final plan & financial excels.

Module Teaching and Learning Strategy

Learners of this module enjoy high levels of engagement. This is primarily through the use of relevant business examples to which they can relate. This allows the learners to discuss various items such as the businesses; strengths, weaknesses, unique selling proposition, competitive advantages and marketing communications strategies.

During lectures, opportunities are provided to learners to discuss, reflect and/or analyse the information presented. There is a strong emphasis on independent learning in this module. Each learner has an assigned, after the proposal is approved, marked and feedback given, individual supervisor. The supervisor supports the learners on an ongoing basis until the plan is submitted.

The following approaches are used:

Tutorials, where the learners have the ability to work on their own business plan and are supported by the lecturer during the tutorial.

Supervisors, where each learner has an individual supervisor who works with each learner on a regular basis via; face-to-face contact, Skype and/or email. The supervisor guides the learners. Lectures, where class time is used to review the various templates in particular.

Module Assessment Strategy

Assessment tasks have been designed to support learning and set to help learners achieve the learning outcomes. The selection of appropriate assessments aims to match module and programme objectives necessary for accreditation requirements.

Assessment is by coursework and end of semester business plan submission.

Continuous Assessment:

15% for the business plan proposal
15% for 3 journals (5% each) submitted towards the end of Semester I and at the end of February and March of Semester 2
10% for the oral business plan presentation

The Business Plan Proposal is the first document and it is to start to explore the business opportunity. The Business Plan Proposal template is available on Moodle and the business plan proposal assignment is submitted through Moodle. Detailed feedback and a mark is given via GradeMark which is available through Moodle.

The Journals are available on Moodle and are also submitted via Moodle. The Journals are intended to help learners manage their time effectively. The work required for each journal is submitted via Moodle and the individual supervisor gives detailed feedback via GradeMark. This way each learner has the feedback available throughout the entire two semesters to return to as required. The Business Plan presentation is an oral presentation delivered by the learner to their supervisor and one other supervisor. Expectations regarding the presentation are available via Moodle.

Module 21:   International Business Environment

Stage	3
Semester	2
Module Title	International Business Environment
Module Number	21
Module Status	Mandatory
Module ECTS Credits	10
Module NFQ level	8
Pre-Requisite Module Titles	Business Management, Strategic Management 1
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
58				142			200
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
48		10		15		127	200

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Appraise the theories and practice of international business.
2. Assess the key factors driving international business and the global economy.
3. Discuss the different political/legal, cultural, financial and economic environments encountered in the international marketplace.
4. Evaluate strategies used by international enterprises to support successful international operations.
5. Analyse government intervention in International Business
6. Discuss different levels of cross national cooperation and agreements that provide preference for member countries.

Module Objectives

This module provides a comprehensive introduction to the interdisciplinary subject of international business. Here we examine the economic and financial underpinnings of international business, and the more subtle organisational and cultural issues

increasingly crucial to business success. This module analyses the competitive environment and provides a strategic view of international business. Through participation on this module, learners are provided with an opportunity to synthesize and apply existing knowledge across several disciplines.

Module Curriculum

The Nature of International Business
- Introduction: What is International Business?
- Globalisation drivers and the Internationalisation of the firm
- Theories of International Trade and Investment

Political and Legal Systems in National Environments
- Country-level factors
- International Institutions
- Governmental Influence on Trade

The International Economic Environment
- Regional Economic Integration
- Emerging Economies

Global Foreign Exchange and Capital Markets
- The Determination of Exchange Rates
- Understanding the International Monetary System

The Cultural Environments Facing Business
- Key Dimensions of Culture
- Communicating across Cultures
- Cross-cultural Negotiation and Decision-Making

Technological Factors
- Country-level international technological standards
- Country-level international infrastructural levels

International Strategy
- Global, Multinational and international strategies
- National Competitiveness
- Strategy in the multiple-country context

Reading lists and other learning materials

Cavusgil, T. Ghauri, P. Knight, G. Riesenberger, J., (2014) *International Business*, Global Edition, 3rd Ed. Prentice Hall Publishers.
Daniels, J. Radebaugh, L. & Sullivan, D., (2015) *International Business*: Global Edition 15th ed. Prentice Hall Publishers.
Wild, J. & Wild, K., (2014) *International Business*, Global Edition, 7th ed, Prentice Hall Publishers

Journal Articles
Azmeh, S. & Nadvi, K. *'Asian firms and the restructuring of global value chains'* International Business Review Volume 23 (2014) Pages 708–717
Knight, G. & Daekwan, K., *'International business competence and the contemporary firm.'* Journal of International Business Studies (2009) 40, 255–273
Rugman, A. & Verbeke, A., *'A perspective on regional and global strategies of multinational enterprises'*. Journal of International Business Studies 35(1): 3-18 2004
Sinkovics, R. Yamin, M. Nadvi, K. Zhang Zhang, Yingying (2014) *'Rising powers from emerging markets—The changing face of international business'*. International Business ReviewVolume 23, Issue 4, August 2014, Pages 675–679

Module Learning Environment

This module is delivered by means of formal and participative style lectures designed to encourage learners to develop their attitudes and perspectives by challenging assumptions and beliefs. Real-world case studies frame Enquiry Based Learning (EBL) and provide learners with opportunities to apply theories delivered in lectures through interactive discussion facilitated by the tutor. The college intranet (Moodle) provides supporting material and submitting assignments. Guest lecturers are invited from relevant industry positions to share industry experiences. Readings and videos are given to learners to review in their own time and used to frame group questions and answers in tutorials.

Module Teaching and Learning Strategy

Learners of this module enjoy high levels of engagement. This may be through some type of active participation, use of relevant examples to which they can relate and through questioning by being made to think about what is being said.

Lectures are delivered in a way that is informative, interesting and engaging. The content is well organised and easy to follow. Learners can understand the development of the argument, or the logic in the ordering of the information or ideas.

Individual, paired and grouped activities are led using dynamic and engaging methods. Some of the approaches used may include the following:

- Problem-based tutorial group – involves small groups using a case study to frame problem-based learning.
- Step-by-step discussion – a planned sequence of issues/questions led by the tutor.

Module Assessment Strategy

Formative assessment (not graded) is used to help identify areas that may need improvement. These assessments help understand learners progress and to determine teaching effectiveness. For example, clickers are used to survey learner's understanding of topics covered in lectures.

Summative assessments (graded) are used to evaluate learner learning, skill acquisition, and academic achievement resulting from participation on the module. Two summative assessments are used as follows:

- End of semester final examination 60% and
- Individual essay for completion by learners during the semester 40%.

Final Exam

A summative assessment to assess what has been learned and how well it was learned. The exam is graded and grades indicate whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

Essay

The essay is a particularly academic form of writing, and is a method of developing and demonstrating a learner's intellectual abilities as it enables learners to put forward their ideas and arguments. Results and feedback are given to the learner prior to the end of semester, which confers their performance and progress.

Module 22: Brand Management

Stage	1
Semester	1 or 2
Module Title	Brand Management
Module Number	22
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Business Management, Marketing
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		14		40	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Demonstrate knowledge of the nature and processes of branding and brand management.
2. Evaluate the scope of brand management activity across the overall organisational context and analyse how it relates to other business areas.
3. Appraise the key issues in managing a brand portfolio and making strategic brand decisions.
4. Formulate and justify brand development decisions
5. Analyse and discuss contemporary brand related problems and develop appropriate strategies and initiatives.

Module Objectives
The development and management of brands is a key marketing activity, central to the rest of the marketing strategy. This module aims to develop learner's knowledge of branding frameworks, strategies and brandings role within business and society. By the end of this module learners should fully appreciate the value of a brand to an organisation.

Module Curriculum

Overview of Brand Management
- Brand Equity
- Brand identity and image, corporate identity.
- Functions of branding

Key Issues in Brand Development
- Types of brands
- Brand creation.
- Brand extensions.
- Brand portfolios.

Brand Analysis
- The brand audit.
- Interbrand and BrandZ classifications and methodologies

Creating Brand Equity
- Customer based brand equity
- Sources of brand equity
- Building a strong brand
- Branding and corporate reputation

Brand Strategy Implementation
- Brand Communities
- Implications for communications
- Managing brand portfolios
- Brand Culture
- Branding and Society

Reading lists and other learning materials
Kapferer, J.N. (2012) *The New Strategic Brand Management: Advanced Insights and Strategic Thinking*. 5th Ed. Kogan Page
Keller, K.L. (2012) *Strategic Brand Management; Building, Measuring, and Managing Brand Equity*. 4th Ed. Trans-Atlantic Publications.
Aaker, D. (2011) *Brand Relevance: Making Competitors Irrelevant.* Jossey Bass.
Fanning, J. (2006) *The Importance of Being Branded; An Irish Perspective.* Liffey Press.
Gobe, M. (2010), *Emotional Branding: The New Paradigm for Connecting Brands to People.* Updated Ed. Allworth Press Tilde Heding,
Roper, S. & Fill, C. (2012) *Corporate Reputation; Brand and Communication.* Pearson Education Ltd.
Journals:
Journal of Consumer Behaviour
Journal of Consumer Marketing
European Journal of Marketing
Journal of Brand Management
http://www.warc.com/

Module Learning Environment

Active learning is encouraged through participative style lectures and tutorials. Moodle is used extensively and in addition, individual based case study analysis, video analysis and core texts are used to ensure a broad coverage of the topics. Tutorial groups are also used to allow for discussion of certain topics in more depth. Guest lecturers from Irish and International brands are invited to speak with learners regarding the practical application of brand development and management.

Module Teaching and Learning Strategy

In class delivery includes videos, PowerPoint lecture notes and additional reading materials. While some traditional delivery of material takes place, learners are expected to be fully engaged, take notes and join in-class discussions.

For tutorials learners are expected to engage in preparatory work, which is made available through Moodle, in advance of each tutorial. The preparatory work forms the basis of in-class activity, with the emphasis on interactive discussions, participative group work and learning by doing in class. Formative assessment is provided to learners through the use of case studies and short answer questions. In addition in class problems and discussions provide an opportunity for formative learning and feedback to be provided.

Module Assessment Strategy

The marks for the module are divided between an individual piece of coursework weighted at 40%, with the remaining 60% of the marks been allocated to end of semester examination. Course work typically entails case analysis of an existing brand and development of a recommended brand development strategy and/or repositioning strategy.

Module 23: Consumer Behaviour

Stage	3
Semester	1 or 2
Module Title	Consumer Behaviour
Module Number	23
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Marketing
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		14		40	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Analyse the role of consumer behaviour in marketing strategy formulation.
2. Appraise the major models of consumer decision making processes and the key influences on these processes.
3. Evaluate the social and environmental contexts in which consumption decisions are made.
4. Integrate these consumer theories in terms of key marketing decisions.
5. Develop and defend marketing recommendations based on consumer analysis.
6. Demonstrate critical awareness of the ethical considerations and professional practice relating to consumer behaviour.

Module Objectives

Consumer behaviour is a multi-disciplinary subject which alerts us to the need to consider marketing activities in relation to other behavioural sciences, particularly, social psychology, sociology, anthropology and economics.

It examines social factors such as class, status, the influence of the family and peer groups and their contribution to the decision making process of the buyer. It also incorporates the salient issues of cultural change and the development of distinctive subcultures.

This module examines and develops understanding of the complexities of consumer behaviour in a variety of different environments. The key focus of the module is to enable learners to appreciate the importance of consumers and to adopt a sophisticated approach to understanding consumer behaviour, as a key input to marketing strategy.

Module Curriculum

Development of Consumer Behaviour
- Overview of Consumer Behaviour
- Marketing & Consumers – Ethical and Legal Considerations
- Interdisciplinary Nature of Consumer Behaviour

Psychological Factors Relating to Consumer Behaviour
- Perception
- Learning & Memory
- Classical and Operant Conditioning
- Vicarious Learning
- Motivation and Emotion
- Beliefs and attitudes
- Self-concept and Lifestyle

Consumers as Decision Makers
- Individual Decision Making Processes
- Situational Influences
- The Shopping Environment
- Group Buying Behaviour
- Opinion Leadership & Reference Groups
- The Family Group
- Family Buying Behaviour

Culture & Society
- Society & Class Structures
- Cultural Influences on Consumer Behaviour
- Sub-cultures
- Fashion Systems – Innovation Adoption

Developing Consumer Driven Marketing Strategies
- The Role of Consumer Behaviour in Marketing Decisions
- Ethical Considerations in Marketing to Consumers

Reading lists and other learning materials

Schiffman, L. G., Kanuk, L., & Hansen, H. (2011). *Consumer Behaviour: A European Outlook* 2nd Ed. Harlow, England ; New York: Financial Times/ Prentice Hall.
Solomon, M. R., & Hogg, M. K. (2013). *Consumer Behaviour: A European Perspective* 5th Ed. New York: Pearson.
Wright, R. (2006). *Consumer Behaviour*. Australia; London: Cengage Learning EMEA.
Blythe, J. (2013). *Consumer Behaviour* 2nd Ed. London: SAGE Publications Ltd.
Linehan, M. (2008). *Consumer Behaviour*. Dublin: Gill & Macmillan Ltd.

Journals:
Journal of Consumer Behaviour
Journal of Consumer Marketing
European Journal of Marketing
Journal of Consumer Research
Irish Marketing Review

Module Learning Environment

Active learning is encouraged through participative style lectures and tutorials. Moodle is used extensively and in addition, individual based case study analysis, video analysis and core texts are used to ensure a broad coverage of the topics. Tutorial groups are used also to allow for discussion of certain topics in more depth.

Module Teaching and Learning Strategy

In class delivery includes videos, PowerPoint lecture notes and additional reading materials. While some traditional delivery of material takes place, learners are expected to be fully engaged, take notes and join in-class discussions.

For tutorials learners are expected to engage in preparatory work, which is made available through Moodle, in advance of each tutorial. The preparatory work forms the basis of in-class activity, with the emphasis on interactive discussions, participative group work and learning by doing in class.

Module Assessment Strategy

The marks for the module are divided between an individual piece of coursework weighted at 40%, with the remaining 60% of the marks been allocated to end of semester examination. Coursework (see sample assignment in appendices) typically entails the development of a consumer report with a particular focus on the internal and external forces which influence consumer behaviour and their implications for marketers. Primary research is encouraged in the completion of the coursework.

Module 24:   International Marketing

Stage	3
Semester	1 or 2
Module Title	International Marketing
Module Number	23
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Marketing
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				**Non-contact Hours**			**Total Effort (hours)**
46				54			100
Lecture	**Practical**	**Tutorial**	**Seminar**	**Assignment**	**Placement**	**Independent Work**	
36		10		14		40	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	**Project**	**Practical**	**Final Examination**	**Total**
Percentage Contribution	40			60	100

Module Objectives

This module introduces learners to the major aspects of international marketing. The aim of this module is to develop learner's skills in the recognition, analysis and planning challenges faced by organisations when marketing internationally.

Learners develop a critical awareness of the importance of environmental forces and emerging trends that impact firms marketing globally. An international marketing plan with appropriate marketing strategies is designed by learners, providing an opportunity to critically assess the challenges and provide solutions for successful implementation.

Module Curriculum

Introduction to International Marketing
- Nature of international marketing
- Impact of globalisation
- Driving and restraining factors on global marketing

International Marketing Environments

- Impact of the political/ legal environment on international marketing
- Assessing political risk
- Impact of the Socio-cultural environment on international marketing
- Demographic global trends
- Analytical approaches to cultural factors
- Accommodating cultural diversity

International Market Selection Process
- Conducting international research
- Primary and secondary data sources
- Analysing global opportunities
- Market selection criteria and evaluation

Market Entry Strategies
- Overview of market entry modes
- Factors influencing choice of entry modes
- Export entry modes
- Intermediate entry modes
- Wholly owned operations

International Product and Pricing Strategies
- Product life cycles across markets
- Product standardisation versus adaptation
- Branding strategies and brand equity
- Factors determining international prices
- Global Pricing Strategies and recent developments

Marketing channels and supply chain strategy
- Channel design and decisions
- Select and manage a single or multiple marketing channels
- The role intermediaries have in the marketing channel selection process

Communication across International Markets
- Communication possibilities and problems
- Social media and internet marketing
- Message standardisation versus adaptation
- Global advertising

Global Organisation, Implementation and Control
- Management of International Marketing Activities
- Organisational structures
- Establishing a control system
- Leadership challenges

Reading lists

Ghauri, P. & Cateora, P. (2014) *International Marketing*, 4th ed. McGraw-Hill Higher Education, Berkshire.

Hollensen, S. (2014) *Global Marketing*, 6/E, Prentice Hall.

Keegan, W. (2013) *Global Marketing Management*: International Edition, 8/E, Pearson

Keegan, W. & Green, M., (2015) *Global Marketing*, Global Edition, 8/E, Pearson

Kerin, R. & Peterson, R. (2013) *Strategic Marketing Problems:* International Edition, 13/E, Pearson

Strauss, J., & Frost, R., (2014) *e-marketing,* International Edition, 7/E, Pearson

Module Learning Environment

This module is delivered by means of formal and participative style lectures designed to encourage learners to develop their attitudes and perspectives by challenging assumptions and beliefs. Real-world case studies frame Enquiry Based Learning (EBL) and provide learners with opportunities to apply theories delivered in lectures through interactive discussion facilitated by the tutor.

The college intranet (Moodle) provides supporting material and submitting assignments. Guest lecturers will be invited from relevant industry positions to share industry experiences.

Readings and videos are given to learners to review in their own time and used to frame group questions and answers in tutorials.

Module Teaching and Learning Strategy

Learners of this module enjoy high levels of engagement. This may be through some type of active participation, use of relevant examples to which they can relate and through questioning by being made to think about what is being said.

Lectures are delivered in a way that is informative, interesting and engaging. The content is well organised and easy to follow. Learners can understand the development of the argument, or the logic in the ordering of the information or ideas.

Sample activities include the following:

Individual, paired and grouped activities are led using dynamic and engaging methods. Some of the approaches used may include the following:

- Problem-based tutorial group – involves small groups using a case study to frame problem-based learning.
- Step-by-step discussion – a planned sequence of issues/questions led by the tutor.

The flipped classroom is used and involves a reversal of traditional teaching where learners gain first exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates.

Module Assessment Strategy

Assessment tasks have been designed to support learning and set to help learners achieve the learning outcomes. Summative assessments are used to evaluate learner learning, skill acquisition, and academic achievement resulting from participation on the module.

Two summative assessments are used as follows:
- End of semester final examination 60% and
- International marketing plan prepared individually for completion during the semester 40%.

Final Exam
A summative assessment to assess what has been learned and how well it was learned. The exam is graded and grades indicate whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

International Marketing Plan
Learners are required to prepare an international marketing plan to include researching and screening foreign markets and proposing an appropriate market entry strategy. Learners are also required to deliver an oral presentation outlining the main elements of their plan.

Module 25:   Sales Management

Stage	3
Semester	1 or 2
Module Title	Sales Management
Module Number	25
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Business Management. Marketing
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		10		44	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Critically evaluate each phase of the selling process.
2. Evaluate the dynamic nature of forces which impact on customers buying decisions and determine how sales strategies are modified as a result.
3. Create a sales strategy demonstrating a range of selling skills from prospect identification to long-term relationship building and create a master selling plan.
4. Demonstrate an understanding of sales channels alternatives, challenges and selection
5. Examine the roles and responsibilities of the sales manager.

Module Objectives

This module provides learners with a clear understanding of the principles and practice of selling as a core business function. The relationship between sales management and the marketing environment is explored. Tools and techniques are

examined which provide insights into methods for successful sales strategy implementation. Skills in client management to optimise sales efforts are explored.

Module Curriculum

Evolution of Selling Models That Complement the Marketing Concept
- The nature and role of selling
- Characteristics of modern selling
- The relationship between sales and marketing

Sales Settings
- Environmental and Managerial Forces That Impact on Sales
- Sales channels
- Selling services

Sales Responsibilities
- Sources of prospects
- Knowledge and self-management
- Preparation for selling and negotiating
- Relationship management

Developing a Relationship Strategy
- Creating value with a relationship strategy
- Consultative selling
- Communication styles: A key to adaptive selling

Personal selling
- The personal selling process

Developing a Product Strategy
- Creating product solutions
- Product-selling strategies that add value

Developing a Customer Strategy
- The buying process and buyer behaviour
- Organisational & Consumer buyers
- Determining customer needs

Managing the Sales Force
- Applying leadership to sales management
- Recruitment, selection and motivation
- Salesforce evaluation

Reading lists and other learning materials

Jobber, D., Lancaster, G. (2015), *Selling and Sales Management*, 10th Ed., Financial Times / Prentice Hall

Manning, G., Ahearne, M., Reece, B. (2015) *Selling Today: Partnering to Create Value,* Global Edition, 13th Ed., Prentice Hall

Lambert, D. & Dugdale, K. (2011), *Smarter Selling: How to grow sales by building trusted relationships*, 2/E, Prentice Hall

Articles

Marcos-Cuevas, M, Critten, P, Squire, P, Speakman, J. (2014) '*Enhancing the Professional Mindset of Future Sales Professionals: Key Insights From a Master in Sales Transformation'*.Journal of Marketing Education, August 1, 2014 36: 144-145

Homburg, C. & Stock, R. (2004) '*The Link Between Salespeople's Job Satisfaction and Customer Satisfaction in a Business-to-Business Context: A Dyadic Analysis'.* Journal of the Academy of Marketing Science April 1, 2004 32: 144-158

Module Learning Environment

This module is delivered by means of formal and participative style lectures as well as small group tutorials. Learners are invited to participate in lectures using questions and answers to facilitate learning as well as material coverage.

The college intranet (Moodle) provides supporting material and facilitates assessment submissions. Guest lecturers, both academic and industry are invited to share their knowledge and experiences with the learners.

Tutorials provide opportunities for a broader discussion of the material covered in lectures. Case studies are used to highlight the issues and case discussion is facilitated by the tutor. Quizzes are provided to check learning for both learner and lecturer.

Module Teaching and Learning Strategy

Lectures are delivered in a way that is informative, interesting and engaging. The material is well organised and supported with the use of short real case videos to encourage learners to apply concepts and frameworks to well-known organisations.

Individual, paired and grouped activities will be led using dynamic and engaging methods. Some of the approaches used may include the following:

Scenarios are practical exercises and generally quite short and each exercise relates to a specific theme that has been spoken about in lectures. Learners are invited to engage in group discussion that relates to the solving the problem posed within the exercise.

Videos are used both during lectures and for application to the flipped classroom model where learners can digest lecture content at their pace and explore content more deeply during class time.

Presentations make up part of the learners assessed coursework. Participants on this module learn to develop their communication skills as they are required to present individually to their peers (who act as prospects) in a B2B context. In preparation learners research, write and present their reports.

Module Assessment Strategy

Formative assessment (not graded) is used to help identify areas that may need improvement. These assessments help to understand learners' progress and to determine teaching effectiveness. For example, clickers are used to survey learners' understanding of topics covered in lectures.

Summative assessments (graded) are used to evaluate learner learning, skill acquisition, and academic achievement resulting from participation on the module.

Two summative assessments are used as follows:
- End of semester final examination 60% and
- Individual case study analysis for completion by learners during the semester 40%.

Final Exam
This summative assessment is used to assess what has been learned and how well it was learned. The exam is graded and grades indicate whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

Case Study Report
Use of the case study analysis encourages learners to carry out independent research. Research guidance is provided along with guidance relating to report style, structure, marking criteria, etc., in the assessment brief contained within the learner's handbook distributed at the beginning of semester and available through moodle. .

Module 26:   Integrated Marketing Communications

Stage	3
Semester	1 or 2
Module Title	Integrated Marketing Communications
Module Number	26
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Marketing
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		14		40	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Appraise the tasks involved in contemporary marketing communications
2. Demonstrate knowledge of how these marketing communications tools should be utilised to their best effect
3. Evaluate media trends, particularly online, which will impact on marketing communications.
4. Analyse the role of each element of the marketing communications mix in delivering on marketing goals.
5. Develop a marketing communications plan using a variety of communication tools to reach an identified target audience.

Module Objectives

Integrated Marketing Communications (IMC) provides an approach designed to deliver one consistent message to target markets through promotional activities that may span all different types of media. This module aims to develop learner's knowledge and skills in all areas of integrated marketing communications. The

module emphasises media promotions such as advertising and PR and examines all aspects of the communications planning process.

Module Curriculum

Marketing Communications
- Introduction and overview
- The communications process
- Role of marketing communications
- Process of adoption and diffusion

Know your Audience
- Consumer decision making
- Audience information processing
- Segmentation, targeting and positioning for communication objectives

Online Marketing Communications
- The influence of technology on communications
- Website design principles (visitor behaviour)
- Marketing communications mix online
- Affiliate marketing
- Online communities

Advertising
- Models and concepts
- Purpose of advertising
- Message development and execution
- Media selection
- Media Planning
- Evaluation of advertising

Sales Promotions & Direct Marketing
- Role of sales promotion
- Strategic use of sales promotions
- Evaluation of sales promotions
- Direct marketing – database marketing
- Personal selling in the communications mix
- Multi-channel selling
- Evaluating sales performance

Public Relations & Sponsorship
- Characteristics of public relations
- Corporate PR vs. Marketing PR
- Role of PR
- Methods of PR

- Sponsorship objectives
- Types of sponsorship
- Evaluating PR and sponsorship

Reading lists and other learning materials

Belch, G.E. & Belch, M.A. (2012) *Advertising and Promotion, An Integrated Marketing Communications Perspective.* 9th Ed. Mc Graw-Hill Higher Education
Clow, K.E. Baack D.(2014) *Integrated Advertising, Promotion, and Marketing Communications.* 6th Ed. Pearson Higher Education
Fill, C.(2013) *Marketing Communications*: *Brands, Experiences and Participation.*5th Ed. Pearson Higher education
Fill, C., Hughes, G.& De Francesco,S. (2012) *Advertising; Strategy, Creativity and Media.* Pearson Higher Education

Journals:
Journal of Consumer Behaviour
Journal of Consumer Marketing
European Journal of Marketing
Journal of Consumer Research
Irish Marketing Review

Module Learning Environment

Active learning is encouraged through participative style lectures and tutorials. Moodle is used extensively and in addition, individual based case study analysis, video analysis and core texts are used to ensure a broad coverage of the topics. Tutorial groups will also be used to allow for discussion of certain topics in more depth.

Module Teaching and Learning Strategy

In class delivery includes videos, PowerPoint lecture notes and additional reading materials. While some traditional delivery of material takes place, learners are expected to be fully engaged, take notes and join in-class discussions.

For tutorials learners are expected to engage in preparatory work, which is made available through Moodle, in advance of each tutorial. The preparatory work forms the basis of in-class activity, with the emphasis on interactive discussions, participative group work and learning by doing in class.

Module Assessment Strategy

The marks for the module are divided between an individual piece of coursework weighted at 40%, with the remaining 60% of the marks been allocated to end of semester examination. Course work will typically entail the development of an integrated marketing communications brief outlining all aspects of the communications planning process. The continuous assessment takes the form of an individual assignment where learners are asked to devise an integrated marketing

communications campaign that will solve the problems and/or opportunities posed in a marketing communications brief. This requires learners to provide detailed solutions in the following areas: creative strategy, media strategy, planning and scheduling; and implementation and evaluation plan.

Module 27   Contemporary Employment Relations

Stage	3
Semester	1 or 2
Module Title	Contemporary Employment Relations
Module Number	27
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Human Resource Management and Organisation Behaviour
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		26		28	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

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1. Evaluate the impact of adopting different employment relations perspectives on the employment relationship.
2. Identify constraints upon management decisions in the management of employment relationships.
3. Analyse the significance of trade union membership and appreciate the implications for the key stakeholders in the future
4. Recognise the role government takes in regulating the employment relationship and its basis for power in society.
5. Examine the coverage of collective bargaining in Ireland and other developed economies.
6. Discuss the significance of conflict resolution , mediation and negotiation in the employment relationship

Module Objectives

The purpose of this module is to develop appropriate knowledge within the field of employment from a legal and employee relations perspective. This module enables learners to become familiar with organisation wide industrial /employee approaches. This module gives a broad understanding of the numerous and diverse activities involved in the multifaceted nature of employee relations. Furthermore the module intends to ensure that learners develop the necessary knowledge and understanding of the techniques used to implement employee relations practices with organisations. The knowledge gained in this Year 3 module builds on Human Resource Management and Organisational Behaviour in Year 2.

Module Curriculum

Employment Relations a Contextual View
Trade Unions a Comparative Perspective
Employer Organisations
Dispute Resolution Institutions
Individual Employment Law
Collective and Individual workplace Procedures
The Management and implementation of Employment Relations,
Procedures and practises.
The Nature of Industrial Conflict & Strikes
Negotiations & Mediation
Collective Bargaining Workplace and National

Reading lists and other learning materials

Leat. M. (2009) *Exploring Employee Relations*. Edition 3. Butterworth-Heinemann Publishers.
Williams , S. (2014) *Introducing Employee Relations : A critical approach*. Oxford University Press.
Gunnigle, W. J., McMahon, P., G., and O'Sullivan M., (2013) *Industrial Relations in Ireland*, Gill & MacMillan.
Aylott, E. (2014) *Employee Relations*. Kogan Page. UK.
Williams, S. & Adam-Smith, D. (2010) *Contemporary Employment Relations: A Critical Introduction*. 2nd edition. OUP Oxford UK

Reading Pack
In addition learner will be given a class reading pack which will contain recent and relevant journal articles which have been sourced by the lecturer and are deemed most applicable to the module content.

Journals and Papers to refer to for research:
Sunday Business Post
Irish Times
Harvard Business Review
Business Plus

Websites and databases for research:
www.times100.com
Business Source Premier
Emerald Insight
LEXIS NEXIS
Sage Journals Premier

Module Learning Environment

A learner-focussed environment is created in both the tutorials, lecturers and online Moodle sessions. Learners are guided and supported through a structured learning process. Tutorials and lectures enable the material to be discussed in depth including examples and case studies to demonstrate how the module content is applied in the business environment.

Moodle is used extensively to support and direct learners beyond face-to-face encounters and to facilitate interactive activities such as on-line quizzes and discussion forums.

Module Teaching and Learning Strategy

The module is delivered through lectures, case studies, supporting tutorials, videos, online resources and guest speakers. Case studies reviewing typical employee relations issues in the areas of retail, marketing, banking, public sector will be utilised. Guest speakers are invited to discuss topics specific to this syllabus and learners are also required to read extensively on the subject matter and are given prescribed reading material prior to lectures.

Module Assessment Strategy

Course work for this module accounts for 40% of the overall marks. The coursework is allocated to one of the following; examination of a case study or written essay or report (see sample assignment in appendices). In addition knowledge and understanding of the material is assessed through a 60% end of term examination on module completion.

Module 28:   Human Resource Development

Stage	3
Semester	1 or 2
Module Title	Human Resource Development
Module Number	28
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Human Resource Management and Organisation Behaviour
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		20		34	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Evaluate influences on HRD that have led to a broader understanding of the field
2. Recognise the importance of a systematic analysis in strategic HRD
3. Analyse the significance of the company roles and employee relationships in managing HRD
4. Reach informed judgement on whether specific HRD functions should be outsourced
5. Evaluate the significance of benchmarking for HRD
6. Identify specific issues associated with providing HRD opportunities for staff in SMEs and large companies
7. Establish the significance of a Learning Organisation

Module Objectives

The purpose of this module is to develop appropriate knowledge within the field of HR development. This module will enable learners to become familiar with organisation wide development processes. This module gives a broad understanding of the numerous and diverse activities involved in the HRD function. Furthermore the module intends to ensure that learners develop the necessary knowledge and understanding of the techniques used to manage roles and relationships with this area. The knowledge gained in this Year 3 module builds on Human Resource Management and Organisational Behaviour in Year 2.

Module Curriculum

Emerging Concepts in Human Resource Development
- Rationale of HRD
- Recent approaches to HRD

Strategic Human Resource Development
- Defining HRD Strategy
- HRD Analysis model
- Managing Change from a Strategic HRD perspective

Human Resource Development
- HRD Planning
- Identification of learning needs
- Creating a learning Environment
- Mentoring,Coaching,Learning and Training

HRD Roles and Relationships
- HRD Roles
- Functional Roles
- Relationships in HRD
- Line and function

Outsourcing HRD
- Outsourcing versus Insourcing
- Outsourcing Core Competences
- Learning supports in outsourcing

Benchmarking HRD
- Aspects of Benchmarking
- The Benchmarking Process
- Benchmarking Management Development

Small & Medium Enterprises and HRD
- Training in SMEs
- Influences in HRD
- Ownership and control

Organisation Learning Issues
- The Learning Organisation
- Learning Organisation Frameworks
- The learning Models

Reading lists and other learning materials

Gibbs, S. (2011) *Human Resource Development, Foundations, Processes*, Context. 3rd edition, Palgrave Macmillan.

Waltons, J. & Valentin, C. (2013) *Human Resource Development , Practices and Orthodoxies.* Palgrave Macmillan.

McGuire, D. (2014) *Human Resource Development* 2nd Edition. Sage publications.

Stewart, J. Riggs, D. (2011) *Learning and Talent Development.* Chartered Institute of Personnel and Development

Reading Pack

In addition learner will be given a class reading pack which will contain recent and relevant journal articles which have been sourced by the lecturer and are deemed most applicable to the module content.

Journals and Papers to refer to for research:

Sunday Business Post
Irish Times
Harvard Business Review
Business Plus

Websites and databases for research:

www.times100.com
Business Source Premier
Emerald Insight
LEXIS NEXIS
Sage Journals Premier

Module Learning Environment

A learner-focussed environment is created in the tutorials, lectures and online Moodle sessions. Learners are guided and supported through a structured learning process. Tutorials and lectures are also used to provide examples and discuss case studies related to the current business environment.

Moodle is used extensively to support and direct learners beyond the face-to-face encounters and facilitate interactive activities such as on-line quizzes and discussion forums.

Module Teaching and Learning Strategy

This module is specifically designed to develop the central concepts relating to HRD in particular learning and development. The module is delivered through lectures, case studies, supporting tutorials, videos, online resources and guest speakers. Case studies reviewing typical and topical Human Resource Development issues will be employed.

Guest speakers are invited to discuss topics specific to this syllabus and learners are also required to read extensively on the subject matter and are given prescribed reading material prior to lectures.

Module Assessment Strategy

Course work for this module accounts for 40% of the overall marks. As part of formative assessment learners will be encouraged to contribute to a Management Wiki on Moodle in which learners can individually contribute their own discussion and examples of theories and topics discussed throughout the semester. The 40% coursework (see sample assignment in appendices) will be allocated to one of the following; examination of a case study or written essays or reports. In addition knowledge and understanding of the material is assessed through a 60% end of term examination on module completion.

Module 29:   Performance Management and Reward

Stage	3
Semester	1 or 2
Module Title	Performance Management and Reward
Module Number	29
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-requisite Module Titles	Human Resource Management
Co-requisite Module Titles	N/A
Is this a capstone module?	No

Contact Hours 46				Non-contact Hours 54			Total Effort (Hours) 100
Lecture	**Practical**	**Tutorial**	**Seminar**	**Assignment**	**Placement**	**Independent work**	
36		10		20		34	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	**Project**	**Practical**	**Final Examination**	**Total**
Percentage contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1   Demonstrate a clear understanding of the role of performance management.
2   Defend the integration of performance management and reward
3   Evaluate the role of the external environment on performance management and reward.
4   Discuss the approaches to performance management and reward that can be adopted and which contribute to organizational effectiveness and competitive advantage.
5   Defend the various elements of remuneration packages including basic pay and pay at risk
6   Challenge whether performance management and reward contribute to effective talent management.
7   Recognise the importance of ethics in reward management

Module Objectives

The aim of this module is to give learners the knowledge and skills to be able to review and understand the relationship between performance management and reward – both financial and non-financial.

The module gives the learners an opportunity to examine whether pay for performance when well executed can motivate individuals to perform well. The module also gives the learner an opportunity to discuss which types of reward motivate employees and the link between individual effort and the consequences. It also enables the learner to review whether linking performance to reward contributes to effective talent management.

The module aims to:
- Critically examine contemporary theory and practice
- Provide learners with the skills to plan, develop and integrate an effective performance management system in a SME or in a MNC.
- Enable learners to understand the systems of performance pay
- Explore options and issues facing managers
- Challenge the systems of performance pay and reward

Module Curriculum

- Introduction to performance management and reward.
- Theories on motivation, reward and performance appraisal
- Methods of performance management
- Methods of reward – financial and non-financial
- Factors affecting pay levels (Benchmarking, Economy, Competitors, National Wage Agreements, Company Branding)
- Pensions
- Effective talent management
- Ethics
- Organisational performance and it's link to reward and ethical decisions
- Performance management and reward in the not for profit
- Impact and effects of non-achievement

Reading lists and other learning materials

Recommended Reading
Gold, J., Holden, R., Iles P., Stewart, J., Beardwell, J., (2010) *Human Resource Development Theory and Practice*, Palgrave Macmillan UK
Perkins, S., White, G., (2008) *Employee Reward, Alternatives, Consequences and Context*, CIPD
Scott-Lennon, F & Barry, F. (2008) *Performance Management : Developing People and Performance. Management Briefs* published in Association with The Irish Times.
Shields, J.(2012) *Managing Employee Performance and Reward, Concepts, Practices, Strategies*
Stewart J. Rigg C (2011), *Learning and Talent Development*, CIPD, UK

Velasquez (2006), *Business Ethics concepts and cases*, 6th International Ed., Upper Saddle River, NJ: Pearson

Learners are also directed to relevant journals, publications, case studies, websites and other sources of information as required.

On line resources include
www.cipd.co.uk
http://www.kpmg.com/Global/en/IssuesAndInsights/ArticlesPublications/war-for-talent/Documents/war-for-talent.pdf

Secondary Reading
Armstrong S.J., Mahmud A., 2008, *Experiential learning and the Acquisition of Managerial Tacit Knowledge'*, Academy of Management Learning & Education,, Vol 7 No 2, 189-208
Boyatzis R.E. 2008, *'Competencies in the 21st century'*, Journal of Management Development, Vol.27, No.1, 5-12
Boxall P., Gilbert J. 2007, *The management of managers: A review and conceptual framework, International Journal of Management Reviews*, Vol 9, Issue 2, 95-115
Garavan T. N., McGuire D., 2010*, Human Resource Development and Society, Advances in Developing Human Resources,* Vol 12 No 5, 487-507
Limerick D., Cunnington B 2007, *Management Development The Fourth Blueprint*, Journal of Management Development, Vol 6, 54-67

Module Learning Environment

A classroom is used for teaching purposes for the delivery of this module. The learning environment is designed to foster a shared sense of ownership and responsibility for the learning and development. At the beginning of the semester the participants are issued with a detailed module curriculum which includes the module learning outcomes, a class schedule, bound lecture notes and supporting case studies and articles, the necessary reading material and the assignment briefing document and marking criteria. Participants also have access to Moodle, the College's Virtual Learning Environment (VLE). In addition the learners participate in practical sessions using case studies that the lecturer has sourced.

Module Teaching and Learning Strategy

The module is mainly delivered through lectures and supporting tutorials. Lectures are used to discuss the central concepts relating to HRM specifically relating to performance management and reward while the tutorials are based in smaller groups and allow for discussion of certain topics and more in-depth coverage. In many cases, learners are given prescribed reading and are required to present case studies in group format to support and demonstrate learning from specific areas on a participative level.

Industry-based examples are explored relevant to each topic to demonstrate the contribution performance management and reward has when integrated into overall business strategy. Learners critique and discuss related topics on a weekly basis. This gives learners the opportunity to explore challenges presented by the changing

landscape. Along with a clear statement on the relevant learning objectives and expectations at the beginning of each topic, learners are directed to the range of relevant materials to support the deepening of their learning experience and knowledge of the topic.

Lectures are delivered with an attempt to make the experience as engaging as possible in order to support the learners achieve the learning objectives. Outside the classroom, learners are expected to engage in significant preparatory and ad hoc reading.

Module Assessment Strategy

Assessment for this module will be divided into two elements: an individual course work assignment and an end of semester closed-book examination. The weightings will be 40% for the assignment and 60% for the closed-book examination. (Please see appendix for sample assessment)

Module 30:   International Human Resources Management

Stage	3
Semester	1or 2
Module Title	International Human Resources Management
Module Number	30
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Organisation Behaviour and Human Resource Management
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		20		34	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Assess the impact of international changes and trends in the environment, competition and the dynamics of the labour force on HRM in international organisations
2. Evaluate the existing global training and appraisal systems for a cross-cultural workforce.
3. Examine industrial relations policies and practices within multinational organisations in a range of industries.
4. Determine global practices in compensation, benefits and reward systems and their impact on organisations operating internationally
5. Assess the legal and ethical environment within which international HRM must operate.
6. Compile the issues to be considered when selecting and managing an international body of employees with particular focus on expatriate managers.
7. Demonstrate an advanced understanding of the importance of professional practice in managing a culturally diverse workforce in international organisations.

8. Discuss ideas clearly and professionally the context of International HRM

Module Objectives

This module builds on previously studied subjects including Organisation Behaviour and Human Resource Management in Year 2 and is designed to deepen the learners' understanding of the strategic management of human resources in an international organisational setting. The module covers the influence of cross-cultural issues on organisations, and examines factors involved in selecting and managing an international workforce. Learners evaluate industrial relations and labour laws from the perspective of managing an international organisation, and address key issues such as employee training and development, expatriation /repatriation and compensation issues. In the course of the module learners evaluate and appraise relevant theory in order to inform their practice as business managers.

Module Curriculum

Introduction to HRM
- Factors that differentiate International from Domestic
- Globalisation of HRM
- Models of IHRM

International Approaches to Managing and Staffing
- Perlmutter's Operations
- Types of International Employees

Motives for International Transfers
- Position filling
- Organisational development
- Management Development

Culture and IHRM
- Four stages of culture shock
- Cross cultural competence
- Hofstede's dimensions of culture

Expatriation
- Expatriate roles and characteristics
- Criteria for selection
- Female expatriates

Expatriate Failure and Repatriation
- Reasons for failures on assignments
- Opportunities for improvement
- The Repatriation Process
- Failure of Repatriation
- Successful Practices

International Compensation Management
- Objectives of a compensation programme
- Approaches to international compensation
    - Going rate and balance sheet
- Components of compensation package

International Performance Management
- Challenges to monitoring international employees
- Appraisal and feedback
- Contextual issues

Training and Development in the Global Enterprise
- Cross cultural training
- Effective CCT programmes
- Roles and Goals of Expatriate Training
- Components of Expatriate Training
- HCN and TCN Training
- eCCT

International Management Development
- Approaches
- Developing Global Leaders
- Global Leadership Development Programmes

Employee Relations/Industrial Relations
- MNCs approaches to Industrial relations
- Trade Unions and MNCs

Global Values
- International Corporate Codes of Conduct

Reading lists and other learning materials

Thomas, David, C. & Lazarova, Mila, B. (2013) *Essentials of International Human Resource Management:Managing People Globally,* New South Wales: Sage
Thomas, D., C., and Peterson, M. F. (2014) *Cross-Cultural Management*: *Essential Concepts*, 3rd Edition, Sage Publications Ltd.
Harzing, A. & Pinnington, A.H., (2011) *International Human Resource Management,* 3rd Edition, Sage Publications Ltd.
Dowling, P.J., Festing, M. & Engle, A., (2008) *International Human Resource Management: Managing People in a Multicultural Context,* 5th Edition, South Western College Publishing.

Journals:
International Journal of Human Resource Management
Human Resource Management Journal
Personnel Journal

Module Learning Environment

The learning environment is designed to foster a shared sense of ownership and responsibility for the learning and development. A basic classroom is used for teaching purposes for the delivery of the module. At the beginning of the semester the participants are issued with a detailed module curriculum which will include the module learning outcomes, a class schedule, the necessary reading material and the assignment strategy.

Learners also have access to Moodle, the College's Virtual Learning Environment (VLE) where lecture notes, case studies and other relevant information including academic journal articles is uploaded each week and through which assignments can be submitted and individual feedback given to each learner.

An emphasis is made on team teaching and peer learning where participants are divided into work groups in which they are offered guidance and direction regarding group expectations and outcomes. To do this tutorial classes are used extensively to ensure learners can confidently carry out a research project. Guest speakers who specialise in the area of human resource management are invited to speak to the learner group.

Module Teaching and Learning Strategy

This module is delivered by means of formal and participative lectures and tutorials. Through the use of EBL (Enquiry Based Learning) the lectures provide an opportunity for participants to deepen their knowledge and understanding of the key issues surrounding human resource management in the international business environment. Questions are used at the outset of lecture sessions to stimulate curiosity and to attempt to ascertain the level the learners are at with regard to a topic. In addition, the use of EBL helps learners to probe deeper into the topic.

Material covered in lectures involves detailed treatment of topics relevant to international human resource management. Video, web-sites, social media and other multi-media tools are utilised wherever possible, and guest speakers are invited to discuss international human resource management issues with the learners. In advance of each lecture pre-readings and lecture notes are forwarded to all participants via Moodle.

The purpose of the tutorials is to focus on group discussion and further analysis of the topics covered to provide for a shared learning environment. This is achieved through a structured analysis of the issues using case studies and examples throughout. Each lecture and tutorial session is designed to support the enhancement of knowledge and skills and to offer key tools and resources to participants in a timely fashion as indicated on the module curriculum plan.

The tutorials also enable learners to assimilate and apply the concepts of international human resource management to practical business situations and allow for feedback and reflection.

In addition, ongoing tutorial help is provided to participants with their assignments. Learners are required to carry out a significant independent piece of work in preparation of their Individual Portfolio of Evidence. Lecturers are available for guidance and feedback during the course of this assignment as required.

Guest speakers who are specialists in the area of international human resource management in organisations enable discussion around topical and relevant issues and trends encountered in the international environment.

Module Assessment Strategy

Assessment for this module is divided into two elements: an individual coursework assignment (see sample assignment in appendices) and an end of semester closed-book examination. The weightings are 40% for the assignment and 60% for the closed-book examination. The assignment is assessed via an individual piece of coursework where learners are requested to work on a case study of a company which is expanding internationally and discuss the implications of human resources decisions undertaken by management.

Module 31:   Project Management

Stage	3		
Semester	1		
Module Title	Project Management		
Module Number	31		
Module Status	Elective		
Module ECTS Credits	5		
Module NFQ level	8		

Contact Hours 46				Non-contact Hours 54			Total Effort (Hours) 100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent work	
36		10		20		34	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage contribution	50			50	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Discuss the importance of a structured approach to project management.
2. Create a project plan for a project scenario that includes key tasks, critical path, dependencies and realistic timeframes.
3. Apply various tools and techniques to initiate, plan and evaluate a project.
4. Evaluate the critical role of resource allocation to projects.
5. Analyse the monitoring and control approaches in a project.

Module Objectives

This module examines in detail the subject of project management. The module assesses the importance of identifying, assessing, controlling and managing projects in a business context. Learners gain an appreciation of project management best practice and assess the relationship between project management, technology and strategy.

Module Curriculum

- Introduction: Why Project Management?
- The Organizational Context: Strategy, Structure, and Culture
- Leadership and the Project Manager
- Scope Management
- Proper Definition of Business Requirements
- Stakeholder Management
- Communications and Change Management
- Project Team Building, Conflict, and Negotiation
- Risk Management
- Cost Estimation and Budgeting
- Project Scheduling: Networks, Duration Estimation, and Critical Path
- Project Scheduling: Lagging, Crashing, and Activity Networks
- Critical Chain Project Scheduling
- Resource Management
- Project Evaluation and Control
- Project Closeout and Termination

Reading lists and other learning materials

Vaidyanathan, G., (2013) *Project Management: Process, Technology and Practice:* International Edition, Indiana University, South Bend
Pinto, J.K.,(2015) *Project Management: Achieving Competitive Advantage*,4th edition. Pearson
Mantel, S.J., Meredith, J.R., Shafer, S.M., Sutton, M.M. (2008) *Project Management in Practice*, 3rd edition. Wiley
Project Management Institute (2004), *A Guide to the Project Management Book of Knowledge*, 3rd edition. PMI Publications

Module learning environment

The learning environment is designed to foster peer relationships that leads to successful learning. Feedback is given to the learners but also received from the learners. Lecture rooms are used for teaching purposes for the delivery of this module. Tutorials are structured to facilitate group discussion, share ideas and allow for further reinforcement of the lecture material using worksheets, case studies and video analysis. All lecture material is also available to learners on Moodle.

Module teaching and learning strategy

This module is delivered through lectures and tutorials. Lectures are participative and dynamic with the use of PowerPoint presentations, videos, guest lecturers, case study analysis, group discussions and debate. Tutorials allow learners to apply knowledge gained in the lectures, individually or in groups. Learners are required to undertake extensive reading of assigned material prior to class, and then encouraged to participate in discussions and group work by expressing opinions and asking questions.

Module assessment strategy

50% of the marks are allocated to coursework. This requires learners to undertake an extensive case study analysis of a project and may require them to then present their research in an essay/ report, and/ or presentation. An example of the outcomes from a project report may be as follows:

- To analyse an existing process and suggest any improvements that needs to be made. Examples may include a study of the logistic systems used by IKEA, improvement in a technology for the delivery of product and/or services for an organisation or scoping a project on behalf of a client and producing a viability report.
- To study project management practices in industry from the point of describing risks, benefits, best practices along with industry examples of each.

The remaining 50% is allocated to an end of semester closed book examination. The questions contain both theory and practical elements and many of the module learning outcomes are assessed in the exam.

Module 32:   Strategic Management 2

Stage	3
Semester	2
Module Title	Strategic Management 2
Module Number	32
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Business Management, Strategic Management 1
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		10		44	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Discuss environmental contexts when evaluating the strategic position of organisations.
2. Assess the strategic purpose of an organisation in terms of mission, vision, values and objectives.
3. Relate corporate responsibility and personal ethics to purpose and strategy.
4. Discuss alternative approaches to exploring strategic issues, each with distinct implications for practice.
5. Analyse the determinants of strategic capability – resources, competences and the linkages between them.
6. Evaluate various rationales and evidence affecting alternative strategic choice decisions

Module Objectives

This module builds upon the learner's understanding of the fundamentals of strategic management by examining the strategic management process in different organisational and industry contexts. The success of strategies in diverse business environments is examined allowing learners to further develop their understanding of the roles of efficiency and innovation. Finally this module examines how strategies develop in organisations and the strategic position and choices surrounding alternative strategic options available to managers.

Module Curriculum

The Environment
- The macro-environment
- Industries and sectors
- Competitors and markets
- Environmental uncertainty and the driving forces

The Strategic Position
- Strategic capabilities
- Sustainability of competitive advantage
- Diagnosing strategic capabilities
- Value Chain management
- Strategic purpose
- Mission, vision, values and objectives
- Culture and strategy
- Strategic drift

Strategic Choices
- Business strategy
- Generic strategies and the strategic clock
- Interactive strategies
- Corporate strategy and diversification
- International strategy
- Innovation and entrepreneurship

Strategy in Action
- Organisational performance and evaluation
- Strategy development processes
- Leadership and strategic change

Reading lists and other learning materials

Clegg, S., Carter, C., Kornberber, M., Schweitzer, J., (2011) *Strategy: Theory and Practice*, Sage
Coulter, M., (2013) *Strategic Management in Action, 6/E*, Prentice Hall
Hunger, D., & Wheelen, T., (2014) *Essentials of Strategic Management:* Pearson New International Edition, 5/E, Pearson

Johnson, G., Whittington, R., Scholes, K., Regner, P., Angwin, D. (2015) *Fundamentals of Strategy,* 3/E, Pearson Higher Education

Lynch R. (2012) *Strategic Management* 6th Edition, Financial Times/Prentice Hall, Harlow

McGee, J., Thomas, H., Wilson, D., (2010) *Strategy: Analysis and Practice*, 2/E, Mc Graw Hill

Module Learning Environment

This module is delivered by means of formal and participative style lectures as well as small group tutorials. The college intranet (Moodle) provides supporting material and facilitates assessment submissions. Guest lecturers, both academic and industry are invited to share their knowledge and experiences with the learners.

Tutorials provide opportunities for a broader discussion of the material covered in lectures. Case studies are used to highlight the issues and case discussion is facilitated by the tutor. Quizzes are provided to check learning for both learner and lecturer.

Module Teaching and Learning Strategy

Lectures are delivered in a way that is informative, interesting and engaging. The material is well organised and supported with the use of short real case videos to encourage learners to apply concepts and frameworks to well-known organisations.

Individual, paired and grouped activities will be led using dynamic and engaging methods. Some of the approaches used may include the following:

Silent Reflection

Learners are given a few minutes to think about a problem or issue and asked to write down the most important, or pertinent aspects of an issue. They are then invited to share their thoughts with their classmate before moving into a discussion phase.

Buzz Groups

In pairs, threes, fours or fives, small timed tasks are given to learners to encourage them to speak with one another. Their outcomes are then shared with the whole group on a flip chart facilitated by the lecturer.

The One Minute Paper

Periodically the lecturer invites the learners to take one minute to write down the most interesting and the most confusing point that has been discussed in the lecture. This technique provides quick feedback of the learner's perception and understanding of the material being covered at that stage.

Module Assessment Strategy

Assessment tasks have been designed to support learning and set to help learners achieve the learning outcomes.

Summative assessments are used to evaluate learner learning, skill acquisition, and academic achievement resulting from participation on the module.

Two summative assessments are used as follows:
- End of semester final examination 60% and
- Individual case study analysis for completion by learners during the semester 40%.

Final Exam

A summative assessment to assess what has been learned and how well it was learned. The exam is graded and grades indicate whether the learner has an acceptable level of knowledge-gain in relation to the expected learning outcomes.

Case Study Report

Use of the case study analysis encourages learners to carry out independent research. Research guidance is provided along with guidance relating to report style, structure, marking criteria, etc., in the assessment brief contained within the learner's handbook distributed at the beginning of semester and available through Moodle.

Module 33: Supply Chain Management

Stage	3
Semester	1 or 2
Module Title	Supply Chain Management
Module Number	33
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		20		34	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	40			60	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Assess the role of supply chain management
2. Explain the important contribution that supply chain management can make in enhancing customer service and differentiating organisations in the face of competitive markets.
3. Examine the role of technology in the supply chain and how technology may be leveraged to gain competitive advantage
4. Describe the critical role of supplier selection, development and management in establishing high-performing supply chains.
5. Analyse an optimised supply chain for a particular business and context.
6. Design an optimised supply chain.

Module Objectives

This module examines in detail the subject of supply chain management. The module assesses the importance of identifying, assessing, controlling and managing supply chains in a business context. Learners will gain an appreciation of supply chain best practice and examine the relationship between supply chain management, technology and strategy.

Module Curriculum

Building a Strategic Framework to Analyse Supply Chains

- Definition of a supply chain and what it involves
- Establish a link between customer needs and supply chain capabilities through implied demand
- Establish the difference between demand uncertainty and implied demand uncertainty
- Discuss the logistical and cross-functional drivers of supply chain performance namely inventory, transportation, facilities, information, sourcing, and pricing

Designing the Supply Chain Network

- There can be multiple ways in which supply chain networks can be designed, but the design must be in alignment with the strategic position of the firm
- Understand how e-business has affected the design of distribution networks in different industries
- Discuss models that include: allocating demand to a set of existing production facilities
- the importance of risk when designing supply chain networks

Planning Demand and Supply in a Supply Chain

- The importance of planning in a supply chain and provide basic tools that can be used when planning demand and supply
- Demand forecasting
- Aggregate planning
- Bullwhip effect

Planning and Managing Inventories in a Supply Chain

- The role of cycle inventory in the supply chain
- EOQ model analysis
- The role of safety inventory in a supply chain
- Determining the optimal level of product availability

Designing and Planning Transportation Networks

- Transportation modes, their cost structure, the key problems faced by carriers, and their role in transportation
- Transportation networks - from direct shipping to cross docking and their relative strengths and weaknesses.
- Trade-offs involved in transportation network design

Managing Cross-Functional Drivers in a Supply Chain

- The importance of sourcing in supply chain management
- Key sourcing related practices, which include supplier evaluation and selection, contract management, design collaboration, and procurement
- The role of pricing and revenue management in maximizing profitability from supply chain assets
- The application of information technologies in managing the macro processes of a supply chain

Reading lists and other learning materials

Chopra, S., Meindl, P., *Supply Chain Management* : *strategy, planning, and operation,* 5th Edition, Prentice Hall 2013.
Christopher, M,. *Logistics and supply chain management : creating value-adding networks,* 3rd Edition, Prentice Hall Financial Times 2005
Harrison, A., *Logistics Management and Strategy: competing through the supply chain,* 3rd Edition, Prentice Hall Financial Times 2008.
Sample of Useful Websites & other resources
Crocs Supply Chain Success Story: Using the Cloud to Automate the Financial Supply Chain (case study)
Collaboration 2.0: The Empowered Supply Chain (white paper)
Redefining Operational Excellence for Omnichannel Retail (analyst report)
http://www.supplychainquarterly.com/
Lee, H.L. (2004) The Triple-A Supply Chain. Harvard Business Review, Vol. 82, No. 10, pp. 102-112.
Journal of Supply Chain Management
Journal of Business Logistics
International Journal of Operations and Production Management

Module Teaching and Learning Strategy

This module is delivered through lectures and tutorials. Lectures are participative and dynamic with the use of power point presentations, videos, guest lecturers, case study analysis, group discussions and debate. Tutorials allow learners to apply knowledge gained in the lectures, individually or in groups, and resolve related issues using current relevant case study information. Learners are required to undertake extensive reading of assigned material prior to class, and then encouraged to participate in

discussions and group work by expressing opinions and asking questions. Learners also have access to moodle, Griffith College's Virtual Learning Environment.

Module Assessment Strategy

40% of the marks are allocated to course work. Learners undertake extensive research and may be required to either present their research in an essay/ report, alternatively case and problem solving, and/ or presentations. There are three possible outcomes from a project report as follows:

• To analyse an existing logistics process and suggest any improvements that needs to be made. Examples include a study of the logistic systems used by IKEA, design of a logistics system for a PC manufacturer and an analysis of intermodal movement for a railroad.
• To study supply chain practices in industry from the point of describing risks, benefits, best practices along with industry examples of each.
• To identify a business opportunity (for example selling household items on line) involving a product and build a business plan with a focus on supply chain issues. The goal is to identify the business opportunity and design the ideal supply chain for it. The project should include implementation details.

The remaining 60% is allocated to an end of semester closed book examination.

Module 34:   Corporate Governance and Accountability

Stage	3
Semester	1
Module Title	Corporate Governance and Accountability
Module Number	34
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		20		34	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	30			70	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Outline and discuss the law of agency, and distinguish between principal and agent and their rights and duties
2. Define Corporate Governance and evaluate its role and function in the effective management and control of organisations and the resources for which they are accountable
3. Compare and contrast the various mechanisms for the enforcement of Corporate Governance.
4. Identify, assess and evaluate the risks associated with a particular company and justify an appropriate strategy for mitigating and controlling the risks
5. Identify and evaluate different approaches to Corporate Social Responsibility and ethical decision making.
6. Demonstrate the application of professional values and judgement through an ethical framework that is in the best interests of business, society and the environment, and in compliance with relevant laws and regulations.

Module Objectives

This module examines in detail the subject of Corporate Governance. The module assesses the importance of identifying, assessing, controlling and mitigating risk within the context of Corporate Governance. Learners also evaluate the objectives and importance of internal control systems. Learners gain an appreciation of corporate social responsibility and the risk it can create to an organisation. Learners gain an insight into ethical decision making.

Module Curriculum

Governance and responsibility
- The scope of governance
- Agency relationships and theories
- The board of directors
- Board committees
- Different approaches to Corporate Governance
- Corporate Governance and Corporate Social Responsibility
- Governance: reporting and disclosure

Identifying and assessing risk
- Risk and its impact on organisations
- The risk management process
- The role of internal audit and board committees in the risk management process
- Categories of risk
- Identification, assessment and measurement of risk

Controlling risk
- Targeting and monitoring risk
- Methods of controlling and reducing risk
- Risk avoidance, retention and modelling

Professional values and ethics
- Consequentialism and Kantian Contractualism
- Different approaches to ethics and social responsibility
- Professions and the public interest
- Conflicts of interest and the consequences of unethical behaviour
- Ethical characteristics of professionalism
- Social and environmental issues in the conduct of business and of ethical behaviour

Reading lists and other learning materials

Crouhy M., Galai D., Mark R., 2014. *The Essentials of Risk Management,* Mc Graw Hill
Crane, A., Matten, D., 2006. *Business ethics,* latest edition, Oxford: Oxford University Press.

Gray, R., Owen, D., Adams, C., 2014. *Accountability, Social Responsibility and Sustainability,* Prentice Hall: London.

Kent Baker, H., Anderson R., 2010. *Corporate Governance: a synthesis of theory, research, and Practice.* Hoboken, N.J.: Wiley

Larcker, D. F., Tayan B., 2011. *Corporate governance matters: a closer look at organizational choices and their consequences*. Upper Saddle River, N.J.: Prentice Hall

Mallin, C., 2012. *Corporate Governance*, Oxford: Oxford University Press.

Monks, R., Minow N., 2011. *Corporate governance*, Chichester: John Wiley and Sons.

Padgett, C. 2011. *Corporate governance: theory and practice*. London: Palgrave. Solomon, J.

Solomon J., 2013. *Corporate governance and accountability*, Chichester; John Wiley.

Talbot, L. 2014. *Progressive comparative corporate governance*. London: Routledge.

Useful Websites

http://www.ga-institute.com/ Governance & Accountability Institute Inc.

www.ise.ie - Irish Stock Exchange.

www.odce.ie - Office of the Director of Corporate Enforcement. (Ireland)

www.cpaireland.ie - CPA Ireland.

www.frc.org.uk - Financial Reporting Council.

www.frc.org.uk/About-the-FRC/FRCstructure/Former-FRC-structure/ProfessionalOversight-Board.aspx - Professional Oversight Board

www.ifac.org/ - International Federation of Accountants.

www.iaasa.i - Irish Auditing & Accounting Supervisory Authority

www.auditcommitteeinstitute.ie – Audit Committee Institute Ireland

https://www.iodireland.ie/ Institute of Directors in Ireland

www.oecd.org/daf/ca/corporategovernanceprinciples/31557724.pdf-OECD Principles of Corporate Governance

Module Learning Environment

A practical and hands-on teaching and learning environment is fostered through participative lectures and individual and group-work based tutorials. Moodle is used extensively to support learners beyond the face-to-face encounters. Online videos, quizzes, additional readings, glossaries and discussion forums are key aspects of the module delivery and formative assessment for learners.

Module Teaching and Learning Strategy

This module is delivered through lectures and tutorials. Lectures are participative and dynamic with the use of PowerPoint presentations, videos, guest lecturers, case study analysis, group discussions, debate and role play. Tutorials allow learners to apply knowledge gained in the lectures, individually or in groups, to resolve related issues using current relevant case study information. Learners are required to undertake extensive reading of assigned material prior to class, and then encouraged to participate in discussions and group work by expressing opinions and asking questions. Learners also have access to Moodle, Griffith College's Virtual Learning Environment.

Module Assessment Strategy

30% of the marks are allocated to course work. This requires learners to undertake extensive research and may require them to present their research in an essay/report, alternatively case and problem solving, and/or presentations. The coursework may assess one or more of the module learning outcomes.

The remaining 70% is allocated to an end of semester closed book examination which will require learners to complete four questions from a possible five. The questions will contain both theory and practical elements and many of the module learning outcomes could be assessed in the exam.

Module 35:   Taxation 1

Stage	3
Semester	1
Module Title	Taxation 1
Module Number	35
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
58				42			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
48		10		12		30	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	20			80	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Interpret and apply current Irish tax legislation in relation to income tax and VAT
2. Identify and quantify the income subject to personal tax legislation
3. Apply the appropriate reliefs, allowances and credits to calculate personal tax liabilities and detail the timing of payments required
4. Identify and apply available exemptions and reliefs to minimise the tax liabilities of individuals
5. Apply the general principles for the administration and computation of VAT

Module Objectives

This module is designed to develop knowledge and understanding of the workings of the Irish tax system in relation to personal income tax and value added tax (VAT). It develops the ability to apply knowledge and skills in providing taxation information to individuals on the impact of these taxes. The module provides learners with the

opportunity to explore the impact of income tax on the transactions of individuals and partners.

Module Curriculum

Purpose and Administration of Taxation
- Outline of Tax Administration
- Self-Assessment System, Payment of Income Tax, Tax return Filing Dates, Surcharge and Penalties
- Structure of the Revenue, Revenue Powers, Revenue Audit, Taxpayers Charter of Rights, Appeals

Outline of Income Tax
- Charge to Income tax, residence and domicile
- Classification of Income, basis of assessment
- Tax credits, reliefs, charges on income
- Exemptions and relief schemes
- Retirement annuity contracts
- Tax treatment of single, married, civil partners, widowed, separated and divorced persons

Trade and Professional Income
- Badges of Trade
- Determination of income assessable
- Capital and revenue expenditure
- Computation of assessable profit
- Rules of commencement and cessation including possible revisions
- Short lived businesses
- Change of accounting date
- Partnership, assessment of partners
- Capital Allowances, wear and tear, balancing allowances and charges, replacement option
- Taxation of farmers, income averaging
- Subcontractors – relevant tax legislation, operation of Relevant Contracts Tax (RCT)

Property and Investment Income
- Taxation of Investment Income, Case III, Case IV, and Schedule F
- Basis of assessment
- Dividend withholding tax
- Case V income - Basis of assessment, Allowable deductions, Premiums on Leases
- Case V capital allowances
- Rent a room relief

Employment income
- Scope of Schedule E
- Employed vs Self-employed

- Basis of assessment
- Qualifying expenses, Benefits in kind, Share option schemes
- Termination payments, exemptions and reliefs
- PAYE system
- PRSI, USC

Income Tax Losses
- Relief for Trade Losses, current year claims and losses carried forward
- Excess Capital Allowances
- Losses in commencement
- Terminal Losses
- Case V losses
- Excess Case V capital allowances

Value Added Tax
- General principles including registration requirements (including group registration), records to be maintained
- Charge to VAT, Rates of VAT, Chargeable Amount
- Exempt and Zero Rated Supplies
- Allowable and Disallowable Deductions
- Two-thirds and package rules
- Cash and invoice basis
- EU intra community trade
- Imports and exports
- VAT on property – supply of immovable property for VAT purposes

Local Property Tax
- Scope of Local Property Tax (LPT)
- Liability, computations, payment options, exemptions

Reading lists and other learning materials
CPA Formation 2 Taxation Manual, Griffith College Publications, Current Edition

Recommended Reading List

Gaynor, C. et al., 2014. *Irish Taxation: Law and Practice – 2014/2015* 12th ed. K. Gallery, ed., Irish Tax Institute
Martyn, J. et al., 2014. *Taxation summary: Finance Act (No 2) 2013*, Dublin: Irish Taxation Institute
Comyn, A.-J., 2014. *Taxation in the Republic of Ireland 2014*, Haywards Heath: Bloomsbury Professional.
Brennan, P., 2014. *Tax acts 2013(2)*, Haywards Heath: Bloomsbury Professional
McAvoy & Associates, 2014. *Irish income tax 2014*, Haywards Heath: Bloomsbury Professional.
Website: www.revenue.ie

Module Learning Environment

This module is delivered by means of formal and participative style lectures as well as small group tutorials. The college intranet (Moodle) is used to provide supporting material including videos of lecture content.

Module Teaching and Learning Strategy

This module is delivered through lectures and tutorials. Lectures are used to impart knowledge and understanding and also allow learners to carry out problem solving exercises allowing the learner to apply the techniques learned. These are used to give learners immediate feedback - in this way learning can be monitored in the classroom. Formative assessment is also provided on a regular basis to help identify the learner's progress and areas that may need improvement.

Module Assessment Strategy

20% of the marks are allocated to coursework. Learners are required to provide taxation advice to a client and to reflect on taxation developments. Learners are advised how to undertake the assignments both in terms of research and the presentation format involved.

The remaining 80% is reserved for an end of semester examination upon module completion.

Module 36:   Taxation 2

Stage	3
Semester	2
Module Title	Taxation 2
Module Number	36
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
58				42			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
48		10		12		30	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	20			80	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Interpret and apply current Irish tax legislation in relation to corporation tax and capital gains tax
2. Identify and quantify the income subject to Corporation Tax, including chargeable gains and losses
3. Apply appropriate reliefs to calculate corporation tax liabilities for individual companies and groups of companies and detail the timing of payments required
4. Identify and evaluate various tax incentive schemes
5. Apply the general principles for the administration and computation of Capital Gains Tax for individuals and companies
6. Select and apply appropriate reliefs and exemptions to Capital Gains Tax computations.

Module Objectives

This module is designed to develop knowledge and understanding of the workings of the Irish tax system in relation to Corporation Tax and Capital Gains Tax for both individuals and companies. It develops the ability to apply knowledge and skills in providing taxation information to individuals and corporations on the impact of these taxes. Learners are provided with the opportunity to explore the impact of all major taxes on the transactions of individuals, partners and companies.

Module Curriculum

Scope of corporation tax
- Company Residence, permanent establishment
- Charge to corporation tax, classification of income, basis of assessment
- Tax adjusted profits calculation, pre-trading expenses
- Dividend withholding tax
- Rental income
- Franked investment income
- Charges on Income
- Relief for new companies
- Close companies – definitions and consequences, surcharge

Capital allowances
- Plant and machinery
- Industrial buildings allowances for new and second-hand buildings

Loss relief
- Treatment of relevant trading losses including relief on value basis
- Restrictions on loss relief
- Terminal losses
- Rental deficiencies and excess capital allowances

Groups
- Effect of group corporate structure for corporation tax purposes
- Types of group relief and order of set-off
- Calculation of corporation tax liabilities for a group of companies
- Transfer of assets within a group
- Trading Overseas via a Subsidiary or a Branch, Double Taxation Relief

Scope of Capital Gains Tax (CGT)
- Determination of residence and domicile
- Computation of CGT liabilities for individuals and companies, payment dates, withholding tax
- Chargeable assets, exempt assets, part disposals
- Enhancement expenditure
- Development land – gains, losses, indexation
- Shares – including bonus issues and rights issues
- Assets passing on death

- Losses

Capital gains tax reliefs
- Principal private residence relief
- Relief for the transfer of a business to a company
- Retirement relief
- Favourable holding company relief

Reading lists and other learning materials

CPA Formation 2 Taxation Manual, Griffith College Publications, Current Edition

Recommended Reading

O'Hanlon, F., McCleane, J. (2014) *Taxation of Capital Gains 26th edition.* Irish Taxation Institute
Brennan, F., Moore, P., O'Sullivan, H. (2014) *Corporation Tax 26th edition*, Irish Taxation Institute
Gaynor, C. (2014) *Irish Taxation – Law and Practice (2 Vol.s) 12th edition.* Irish Taxation Institute
Maguire, T. (2014) *Direct Tax Acts 17th edition*. Irish Taxation Institute
Martyn, J., Reck, P. (2014) *Taxation Summary 38th edition.* Irish Taxation Institute

Website: www.revenue.ie

Module Learning Environment

This module is delivered by means of formal and participative style lectures as well as small group tutorials. The college intranet (Moodle) is used to provide supporting material including videos of lecture content.

Module Teaching and Learning Strategy

This module is delivered through lectures and tutorials. Lectures are used to impart knowledge and understanding and also allow learners to carry out problem solving exercises allowing the learner to apply the techniques learned. These are used to give learners immediate feedback - in this way learning can be monitored in the classroom. Formative assessment is also provided on a regular basis to help identify learner's progress and areas that may need improvement.

Module Assessment Strategy

20% of the marks are allocated to coursework. Learners are required to provide taxation advice to a client and to reflect on taxation developments. Learners are advised how to undertake the assignments both in terms of research and the presentation format involved.

The remaining 80% is reserved for an end of semester examination upon module completion.

Module 37: Audit and Assurance

Stage	3
Semester	2
Module Title	Audit and Assurance
Module Number	37
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	N/A
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		15		39	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	20			80	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Evaluate the nature, purpose and scope of an audit and the legal, regulatory and ethical framework for auditing.
2. Distinguish between the respective roles and responsibilities of directors and internal and external auditors
3. Demonstrate how the auditor obtains and accepts audit engagements and conducts a detailed investigation into an audit client to identify the risks of material misstatement (whether arising from fraud, error or other irregularities)
4. Describe the nature of internal control systems of relevance to the audit, including IT systems
5. Identify and apply the procedures required to evaluate control risk, including communication of the weaknesses, impacts and professional recommendations to those charged with governance and management
6. Devise an overall audit strategy, identify and formulate the audit tests and evidence required to meet the objectives of audit assignments to comply with the International Standards on Auditing
7. Analyse how subsequent events review and going concern assessment informs the conclusions in the auditor's report

8. Describe the key basic component elements of the Auditor's Report, and identify and analyse matters that impact on the wording of audit reports, including those that affect the auditor's opinion and those that do not affect the auditor's opinion

Module Objectives

This module focuses on the legal and regulatory environment of the assurance engagement and the professional and ethical considerations for the assurance provider. It also seeks to provide the learner with the ability to identify, analyse and conclude on an assurance engagement in the context of best practice.

Module Curriculum

Audit Framework
- Objectives and general principles of external audit engagements
- Statutory audits, accountability, stewardship and agency
- Limited and non-assurance engagements

The legal and regulatory environment and sources of authority for audit and assurance services
- Statutory regulations governing the appointment, rights, duties, removal and resignation of auditors
- Authority of national and international standard setting bodies
- International standard-setting process
- Provisions of International Codes on Corporate Governance (e.g. OECD) and their relevance to auditors
- Role and function of an Audit Committee

Laws and regulations
- Responsibilities of management and auditors in relation to compliance with laws and regulations
- Non-compliance with laws and regulations - Auditors considerations and plan of audit procedures required
- Respective responsibilities of management and auditors for fraud and error
- Current and future role of auditors in preventing, detecting and reporting fraud and error.
- Recognition of necessity to withdraw from an engagement

Money laundering
- Scope of offences that could be committed by the auditor and protection from liability
- Auditor compliance with Money Laundering regulations

Professional Liability
- Auditor negligence and the criteria for recognition of legal liability
- Limiting auditor liability and the effect on opinions, and the implications for the auditor and the profession
- Audit failures, expectation gap, bridging the expectation gap

Professional and Ethical considerations
- Code of Ethics for Professional Accountants
- Fundamental principles of behaviour and conceptual framework approach
- Threats to compliance with fundamental principles and available safeguards

Internal Audit
- Scope, functions and limitations of internal audit, the nature and extent of internal audit assignments
- Outsourced internal audit functions
- Differences between the role of internal audit and external audit

Practice Management
Quality Control
- Purpose of quality control of audit and other assurance engagements
- Elements of an audit firm's system of quality control

Advertising, publicity, obtaining professional work and fees
- Acceptability of advertisements and promotional material
- Establishing and negotiating fees, ethical and professional considerations

Professional Appointments
- Tendering for audit engagements
- Considerations and procedures for acceptance of new client/ Continuation with existing clients
- Scope and terms of an engagement
- Engagement letter

Planning, materiality and assessing risk of material misstatement
- Understanding the entity and its environment
- Assessment of Audit risk, Business risk, Control risk and Risk of material misstatement
- Analytical procedures and other risk assessment procedures
- Other planning considerations
- Concepts of materiality and performance materiality

Evidence
- Audit evidence to verify different elements of financial statements
- Sources, reliability and techniques for obtaining audit evidence
- Nature, timing and extent of audit procedures in given situations
- Tests of control and substantive procedures
- Working papers
- Related party transactions
- Management representations
- Reliance on third parties; Experts, Internal audit, Service organisations

Evaluation and review
- Review procedures, evaluation of findings

- Material misstatement/material inconsistencies – actions by auditor
- Auditor responsibility for comparative figures, other information in the financial statements, subsequent events and going concern

Group audits
- Accepting appointment as principal auditor to a group
- Organisation, planning, management and administration of group audits
- Using the work of component auditors
- Letters of support ("Comfort letters")
- Implications of qualified audit reports for one or more group members

Reporting
- Audit reports: Unqualified, Qualified, Unmodified and Modified
- Reports to Management and those charged with Governance
- Other reports

Current issues and development
- Information technology
- Current legal, ethical, professional and practice management matters affecting the profession.

Reading lists and other learning materials

Griffith College Manual

Secondary Reading

Cosserat, G. 2012. *Modern Auditing*. Wiley and Sons.
Gray and Manson, 2011. *The Audit Process, Principles, Practice & Cases.* Cengage
Kaplan, Paper F8 (INT) *Audit and Assurance,* Kaplan Publishing
Porter, Hatherby, Simon, *Principles of External Auditing*, Latest edition, Wiley, ISBN
Spicer E.E., Pegler E.C., Bigg W.W., 1974. *Practical Auditing*, London HFL

Useful websites
www.cpaireland.ie – Institute of Certified Public Accountants in Ireland.
www.iaasa.ie/ - Irish Auditing and Accounting Supervisory Authority.
www.iaasb.org – International Auditing & Assurance Standards Board.
www.ifac.org – The International Federation of Accountants.
www.theiia.org – Institute of Internal Auditors
www.frc.org.uk/ - The Financial Reporting Council.
www.accountingnet.ie/ - Irish Accounting and Business Portal.

Module Learning Environment

A practical and hands-on teaching and learning environment is fostered through participative lectures and individual or group-work based tutorials. Moodle is used extensively to support learners beyond the face-to-face encounters. Online videos, quizzes, additional readings, glossaries and discussion forums are key aspects of the module delivery and formative assessment for learners.

Module Teaching and Learning Strategy

This module is delivered through formal and participative lectures and tutorials. Lectures are dynamic and interactive with the use of PowerPoint presentations, guest lecturers, videos, case studies, group discussion and debate. Tutorials allow learners to apply techniques, learned in the lectures, individually or in groups, to resolving related issues using current relevant case study information. Learners are required to undertake extensive reading of assigned material prior to class, and then encouraged to participate in discussions and group work by expressing opinions and asking questions. Particular emphasis is placed on the practical application of concepts and theories central to auditing. Learners also have access to Moodle, Griffith College's Virtual Learning Environment.

Module Assessment Strategy

20% of the marks are allocated to course work. This may involve essay writing, cases and problem solving, report writing, presentations. This may assess one or more of the module learning outcomes. The remaining 80% is allocated to an end of semester closed book examination which requires learners to complete five questions from a possible six. The questions will contain both theory and practical elements and many of the module learning outcomes could be assessed in the exam.

Module 38:   Advanced Financial Management

Stage	3
Semester	2
Module Title	Advanced Financial Management
Module Number	38
Module Status	Elective
Module ECTS Credits	5
Module NFQ level	8
Pre-Requisite Module Titles	Financial Management
Co-Requisite Module Titles	N/A
Capstone Module?	No

Contact Hours				Non-contact Hours			Total Effort (hours)
46				54			100
Lecture	Practical	Tutorial	Seminar	Assignment	Placement	Independent Work	
36		10		20		34	100

Allocation of Marks (Within the Module)					
	Continuous Assessment	Project	Practical	Final Examination	Total
Percentage Contribution	20			80	100

Intended Module Learning Outcomes

On successful completion of this module, the learner will be able to:

1. Critically evaluate the impact of financial decisions on the strategic direction of the organisation
2. Identify and evaluate the exposure of a company to financial risk and the techniques required to manage this risk
3. Explain alternative sources of finance and investment opportunities and their suitability in particular circumstances
4. Evaluate complex investment appraisal situations and appreciate the importance of the cost of capital to the organisation and how the capital structure chosen will impact upon this
5. Analyse the key strategic financial issues that must be considered in an acquisition or merger, including valuation of the target company
6. Analyse a company's performance and make appropriate recommendations.

Module Objectives

This module follows on directly from *Financial Management* covered earlier in the programme. The elements outlined in the module curriculum of *Financial Management* will also be addressed as part of this module.

The objectives are to:
- Further explore the principles outlined in *Financial Management*
- Introduce topics appropriate to the strategic aspects of finance including the impact of risk on the organisation and the various techniques to manage same; calculation of the cost of capital; corporate reorganisation; corporate governance and the global financial environment.
- Provide the learner with the skills to evaluate complex investment situations

Module Curriculum

Objectives of Financial Management
- The relationship between Financial Management and Financial and Management Accounting
- Identify and describe the financial objectives of organisations
- Identify the various stakeholders and their objectives
- Examine Agency Theory and the ways to achieve shareholder objectives
- Financial objectives in Not-For-Profit organisations

Advanced Investment Appraisal
- Advanced capital investment decisions.
- Impact of inflation and taxation in investment appraisal process
- Risk and uncertainty in investment appraisal including sensitivity analysis, use of a risk adjusted discount factor, simulation, probability analysis and scenario analysis.
- Specific investment decisions (lease or buy decisions; asset replacement, single period capital rationing)

Cost of Capital and Capital Structure
- Calculation of the cost of various sources of finance
- Calculation of the Weighted Average Cost of Capital (WACC)
- Use of Dividend Valuation Model and Capital Asset Pricing Model (CAPM)
- Understand the various theories regarding the optimal capital structure

Business Valuations
- Rationale for mergers and acquisitions
- Methods of financing an acquisition including cash, debt and share for share exchanges.
- Defence tactics against a hostile takeover.
- Regulatory aspects of mergers and acquisitions.
- Models for the valuation of companies (asset based, income based and cash flow based models).

- Efficient Market Hypothesis (EMH) and the practical considerations in the valuation of shares

Risk Management
- Nature, types of risk and approaches to risk management
- Hedging techniques for foreign currency risk including:
    - currency of invoice
    - netting and matching
    - leading and lagging
    - forward exchange contracts
    - foreign currency options
    - money market hedging
    - asset and liability management

Hedging techniques for interest rate risk including:
- matching and smoothing
- asset and liability management
- forward rate agreements

Performance Appraisal
- Analysis of the performance of an organisation
- Understand the key ratios (profitability, liquidity, efficiency, gearing and investor) which are used in the evaluation of a company's performance
- Interpret the results and make recommendations for improvement

Reading lists and other learning materials

Van Horne, J., Wachowicz, J.M. (2008) *Fundamentals of Financial Management 13th edition.* Financial Times/ Prentice Hall
Watson, D., Head, A. (2006) *Corporate Finance: Principles and Practice 4th edition.* Financial Times/ Prentice Hall
Financial press and financial pages of daily papers: Irish Times, Irish Independent, Financial Times, Sunday Times, Sunday Business Post

Useful websites:
www.ft.com - Financial Times
www.wsj.com - The Wall Street Journal Online
www.investmentinternational.com - Investment International

Module Learning Environment

The module will be taught in a traditional classroom setting for lectures and tutorials. At commencement of the course learners are provided with a detailed course manual and a learner handbook, incorporating the module descriptor, learning outcomes and assignment briefs.

Module Teaching and Learning Strategy

The module is delivered by means of formal and participative lectures supported by the use of case studies, reflecting the importance of finance in practical situations. Tutorials are also used to discuss financial management topics in greater depth and past examination papers with suggested solutions are introduced. Learners are expected to undertake significant reading and preparation before classes.

Module Assessment Strategy

Class work and directed assignments are allocated on a regular basis. Learners are required to complete the necessary assignments throughout the module. Learners are advised how to approach the assignments both in terms of the research and the presentation involved.

Assignments account for 20% of the module marks. The remaining 80% is reserved for a closed book examination on module completion.